

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

THE *Nation's Schools*

JUNE

All About Language Laboratories

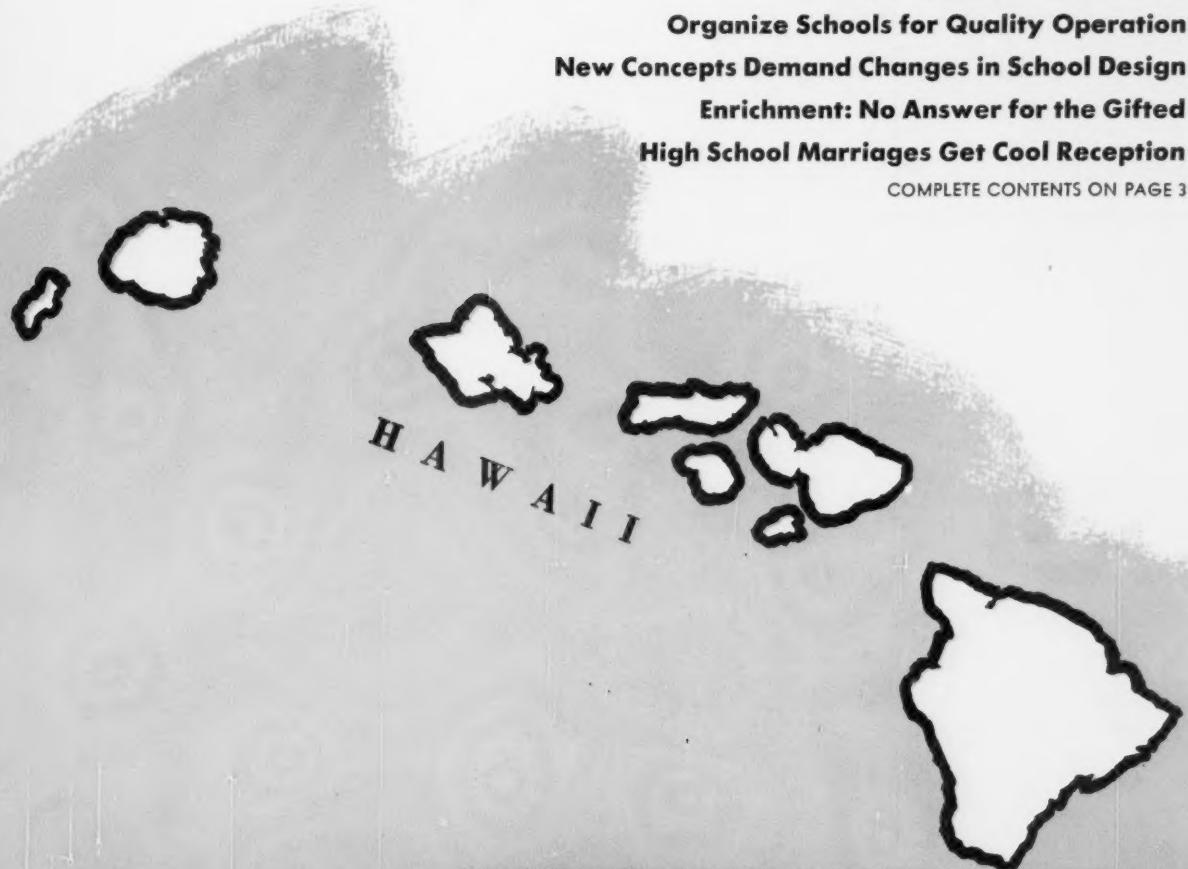
Organize Schools for Quality Operation

New Concepts Demand Changes in School Design

Enrichment: No Answer for the Gifted

High School Marriages Get Cool Reception

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RACIAL VARIETY is
only one difference in
Hawaii's public schools.
Administration is
another (see page 51).



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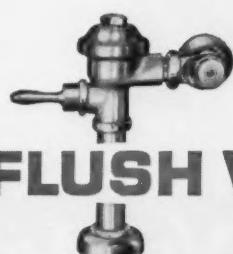


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THE Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

JUNE 1960

Hawaii's Public Schools Differ in Organization, Finance, Control 51 Walton M. Gordon

In Hawaii, one superintendent under a single school board administers the state department of education. The islands are divided into four administrative school districts and the legislature has complete fiscal control.

Enrichment Is Not the Answer 56 Harriet E. O'Shea

What can be done for the intellectually gifted child? More content in the curriculum is not a panacea. It is "more crucial" that the gifted child develop social relationships with children of his own mental ability.

The How's, Why's and Where's of Language Laboratories 58 Benedetto Fabrizi

The language laboratory not only promotes oral proficiency but also facilitates comprehension, reading and writing. This article discusses the history, functions, advantages, equipment and requirements of language laboratories.

Upholds Authority of Athletic Associations 61 Lee O. Garber

The Indiana supreme court upholds the authority of a state athletic association to prevent two students attending a member high school from participating in interscholastic athletics.

World Problems Are School Problems 62

The National School Boards Association expanded "Education for World Leadership" at its annual convention, and challenged its members to assume sophisticated attitudes toward global problems.

Coexistence With Mrs. Busty 64 Frederick J. Moffitt

The administrator has to be a public relations expert when dealing with a school reformer like Mrs. Busty. Rules of superintendology — guaranteed to work sometimes — are offered for controlling Mrs. Busty et al.

Organize Schools for Quality Operation 66 John Guy Fowkes

Insisting that our schools are "neither attuned to, adequate for, nor effective in the preparation for citizenship" in today's changing world, —the former Wisconsin dean outlines ways to make them so.

World's Largest Teacher Credit Union Serves Detroit Area 73 Otis Crosby

In 1926, the Detroit Teachers Credit Union began operations with a one-box file. Its home was a breakfast nook. Today, the largest, with assets totaling \$24 million, it is located in a modern building designed for its use.

S.A.S.B.O. Seeks To Stretch School Dollars 70

The Southeastern Association of School Business Officials held its ninth and largest annual conference at Jackson, Miss., April 6 to 8. The business officials studied ways to get more for the school tax dollar.

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THE Nation's Schools

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R. H. Anderson
and
D. P. Mitchell

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Pleasant Working Conditions at Hastings 87 R. R. Short

The accent is on comfort plus efficiency for students and officials at the new \$2 million Hastings High School.

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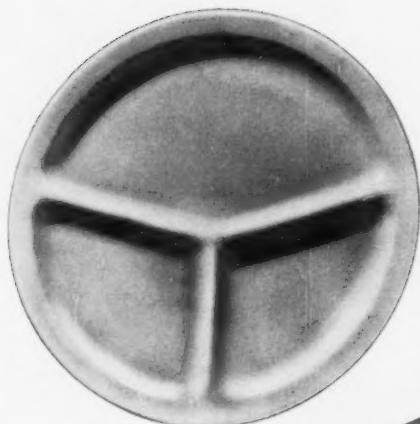
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ADMINISTRATOR'S CLINIC

By CALVIN GRIEDER
Professor of School Administration
University of Colorado

A New Definition for Supervision

IS SUPERVISION on the way out?

There seem to be enough straws in the wind to lead one to believe so.

The functions that used to be commonly ascribed to supervision now are being fulfilled largely through what is called curriculum development. Thirty years ago, the Department of Superintendence (now the A.A.S.A.) in its hefty eighth yearbook, "The Superintendent Surveys Supervision," identified the four functions of supervision as inspection, research, training and guidance. Nowadays all but research is definitely on the wane, and no one would claim that it is given much show in most school systems.

It has always been an uphill struggle to get superintendents and principals to devote time to supervision. Inquiries as to practice invariably have showed a much lower percentage of time actually given to supervision than experts recommended. This sort of investigation was quite popular about a generation ago.

This does not mean that there is a decreased interest in instruction. During the last few years there has been a renewed emphasis on the leadership role of superintendents and principals. But their efforts are not channeled through traditional supervisory activities as they used to be defined. Supervision is being given a new definition.

In city schools most of the classroom work for improving instruction is expended on probationary teachers. Principals are becoming more and more administrative, in contradistinction to instructional officers. Supervisors and coordinators are being appointed to head the instructional program.

All along the line, principals, supervisors and teachers are working together to focus not so much on teaching techniques but on improvement of content, improved articulation of grade placement of subject matter, use of resource materials — in short, on curriculum development. Symptomatic of this shift in approach and emphasis is the very title of Harold Spears' recent book, "Curriculum Planning Through In-Service Programs."

Another sign of change is the growing resistance of teachers to classroom observation and suggestions by principals and supervisors for improvement in teaching. The teachers' union is frankly opposed to classroom supervision, and unfriendly sounds are being made, as I interpret various reports, by individuals representing other organizations of classroom teachers. There is apparently a nationwide, but perhaps as yet unorganized, surge of opposition to classroom visitation — or at least an incipient restiveness, which will no doubt pick up strength.

There is considerable basis for such an attitude in that the typical teacher now has about four years of college preparation, and as many have master's degrees as had bachelor's degrees 30 years ago. Today's teacher is probably more expert in his own field than is his principal in his field.

C.E.D. Report Encourages Unbiased Aid to Schools

An important and probably influential report was published in February by the Research and Policy Committee of the Committee for Economic Development under the

title "Paying for Better Public Schools" (711 Fifth Ave., New York 22, \$2). The C.E.D. is a "nonprofit, nonpolitical economic research and education organization supported by voluntary contribution from business concerns." It has earned an enviable reputation for sober, thoroughgoing study of significant problems both public and private.

In this 100 page report the C.E.D.'s flat-footed recommendation (not without some dissenting opinions from a few members of the research and policy group) is for federal aid of some \$600 million a year. The suggested formula, incorporating income per pupil and per pupil expenditures in the several states, would distribute federal money in lump sum grants to 19 states where income per public school child (A.D.A.) is below 80 per cent of the national average. The amount proposed is only about 4 per cent of U.S. school expenditures, but it seems to me that here the position taken on federal aid is more important than the amount.

Use Both Forms of Taxes

Also notable is the recognition that both property and nonproperty taxes must be utilized if school support is to be maintained at an adequate level. It is recognized that in states with high property taxes, the tax should be frozen, so to speak, at present levels except as valuations increase. This would end the continuously rising rates of taxation experienced in some states.

Some of the main planks in the C.E.D. school finance program are old stuff to those who have worked hard for many years to improve the extent and methods of school support. Examples of this are the emphasis on district reorganization, and the urgent recommendation for the development of a foundation program in each state.

Incidentally, from a mail inquiry made at the end of 1959, I found that there were 42,806 basic school districts, of which 4511 were non-operating, leaving about 38,000 as functioning units. Nine states in the Midwest — Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, South Dakota, Wisconsin, Pennsylvania — all with more than 2000 districts, accounted for a total of 24,226 units, or 57 per cent of the U.S. total. In

(Continued on Page 8)

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(Continued From Page 6)

1932 there were 127,529 districts; in 1951 there were 72,737 districts.

The report is nevertheless an important, up-to-date document. Its importance arises mainly from the fact that such a reputable organization of top-level businessmen has finally turned its gaze on public education and come up with a constructive and unbiased proposal for decent support.

Generally speaking, the American business community has been apathetic about public education. Where it has taken an interest (as did the U.S. Chamber of Commerce in its studies of "Education: an Investment in People"), certain biases (such as the Chamber's jaundiced view of federal aid) have tended to lessen the effectiveness of otherwise good work.

In a statesmanlike way the C.E.D. report stresses not only the stake American business has in education, but also how fundamental good public schools are to the preservation of the American form of government and way of life.

Some will no doubt be bemused by the galaxy of big names attached to the report, either in the role of research and policy committee members responsible for it, or as members of the board of trustees. It is, of course, gratifying that these men have taken a strong stand in behalf of broad-based and increased support for public education.

To translate the terms of the proposal into political action and effective state and federal legislation is something else again. Just entering their names in the lists on the side of justice, right and equity is by no means going to get any changes wrought.

Businessmen are going to have to enter more actively into national and state affairs if action is to be got. It just so happens that in the states where the need is greatest, according to the C.E.D. study, the legislatures are dominated most highly by farmers and ranchers, who take a dim view of the constructive suggestions embodied in this report. ■

Book for Boosting Morale May Deepen Insecurity

That this is an age of anxiety is virtually axiomatic. It is borne in on all of us every day in many ways. Think of the immeasurable amount of time and space our mass communica-

tions media devote to the competition we are engaged in with Russia — competition assuming many forms on military, economic, political and other fronts. And how much effort is expended to make us worry about how other people regard us, if we are eating right, weigh what we should, smell good, and the like, ad nauseam.

This line of anxiety, threat and menace is seemingly becoming standard operating procedure in other aspects of life today, filtering down to the most humble and ordinary levels of everyday life.

If you have read "The Hidden Persuaders" by Vance Packard you are likely to feel a bit uncomfortable in such a prosaic task as shopping at the local supermarket. Even the weathercasters on TV and radio have become merchants of menace. If the weather is good today, just you wait and see what it's cooking up for tomorrow! Or if it's bad today, it will be worse tomorrow, or next week, or next month.

This Will Jar You

Now one of the largest educational publishers touts a book designed for school personnel as "a practical guide to help you protect your reputation and safeguard your career." It is titled "Legal and Ethical Responsibilities of School Personnel," by Warren E. Gauerke. This is "unquestionably one of the most important books you'll ever read," because it not only will tell you "what your rights are under the law," but also "what you must know to avoid legal tangles that can ruin your career and cost you every cent you've got." Boy, that ought to jar a lot of calm, complacent schoolma'ams who have been going about their business all unaware of the black doom hanging over their heads by a mere thread.

It asserts that a feeling of security is one of the elements of high teacher morale. Ignorance of their legal responsibilities and limitations is certainly not desirable for school personnel, but such scarehead huckstering is not called for either. In 34 years of teaching and administration I have never known or heard of one single case of a teacher's career being ruined and costing him every cent he had.

I have no doubt that there have been such cases, but they must be rare indeed. ■

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READER OPINION

"Mark of a Truly Professional Journal"

I wish to commend the editor for the fine editorial, "The Wall Is Getting Thinner," in the April issue of *The Nation's Schools*. In the face of vehement opposition from a well disciplined minority group, it is an indication of fortitude and the mark of a truly professional journal. — THEODORE H. MARTLAND, business manager, Central High School District 1, Valley Stream, N.Y.

Would Fulfill Exploratory Function of Junior High School

I read with interest the article, "The Junior High School Is a Poor Investment" (*The Nation's Schools*, April). As principal of a junior high school built four years ago, I am sure you will expect me to insist that the \$2 million the St. Paul citizens are paying for our plant is well invested. We are attempting to develop a school with a unique and important place in our educational structure. We want to be partly, but not wholly, like an elementary school; we accept some features of the high school but are unwilling to "ape" it

entirely. We hope we are an institution in our own right.

The school population of 950 is heterogeneous in intelligence and on the socioeconomic scale. The size of the population enables us to provide the kind of band, chorus, industrial arts, homemaking and physical education program that would be virtually impossible in an eighth grade elementary school. With specialists teaching math, science, English and social studies, we believe that a better opportunity to achieve academically is being offered.

Because the first ninth grade class came from eighth grade elementary schools, we have had an opportunity to study the achievement of the students as they gained junior high school experience by using the Iowa Tests of Educational Development. The first ninth grade class was given the Iowa Test Battery soon after school opened in the fall of 1956. Then ninth grade classes (of almost identical IQ distribution) were given the Iowa tests in September of each succeeding year. The median scores have risen steadily, indicating that a junior high school experience in Grades 7 and 8 does increase achievement.

I like a strong emphasis on guidance for the early adolescent. Our junior high school has given over-all guidance responsibility to the teacher of a combined English and social studies class in Grades 7, 8 and 9. The other teachers have four conference hours' preparation time to meet with students and parents. Each one of these teachers endeavors to meet the students' parents in his two "block of time" classes. An important duty of the guidance counselor is the inservice training of teachers in techniques for parent and student conferences.

I believe that we are on the road to fulfilling the important exploratory functions of the junior high school. Our program is based upon classes meeting four times per week instead of the traditional five. A student interest and activity program and a club program are included in the regular school day. There is also an after-school program in girls' and boys' athletics. Thus a seventh grade student has had about 40 different experiences with a teacher when he completes the ninth grade.

I also believe that the schools are as good as the teachers. Leadership in the school is probably of some importance, but my own role seems to be that of keeping out of the way of an enthusiastic, dedicated staff.

Writers in education will serve the junior high school student best if they will help with solutions to problems well known to junior high teachers and administrators. — R. O. ISACKSEN, principal, Como Park Junior High School, St. Paul.

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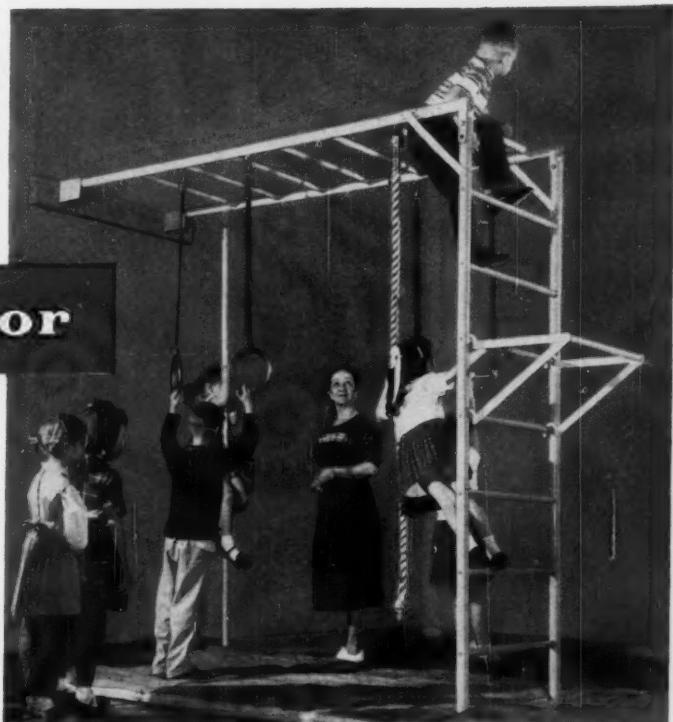
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Combines in a single compact unit, vertical and horizontal ladders, chinning bar, trapeze, rings, climbing rope and climbing pole.

Folds instantly against wall, in only 8", to form stall bars. Open, unit is 7'9" high, 8'0" long, 34" wide.

Rugged, strongly reinforced steel tube construction. Beautifully finished in a combination of bright and durable colors.

Installs easily, quickly, wherever space is available, in gyms, playrooms or corridors.

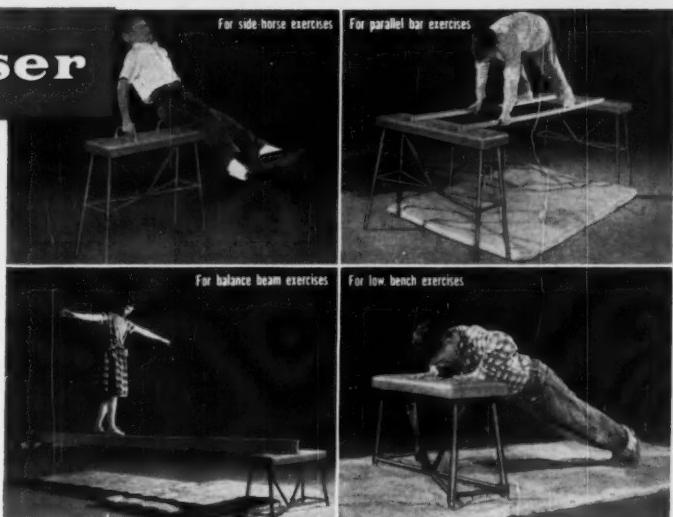


Phys-Exerciser

Four-In-One group apparatus priced lower than any one item of regulation equipment. Converts in seconds —without tools—to a pair of side horses, low or high vaulting stands, parallel bars or balance beam.

Instantly adjustable 18" to 30" high. Stores compactly anywhere. Light in weight for easy handling by pupils or teacher. No installation.

Stands have strong steel tube understructure finished in durable coral enamel. Padded tops covered with tough cloth-backed and dirt-resistant green vinyl. Wood beam and parallel bars have clear natural wood finish.



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Send information on: Phys-Educator Phys-Exerciser

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School.....

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City..... Zone..... State.....

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MEDART



Tuf-flex® glass in Ridgebury School, Lyndhurst, Ohio

Architect: Spahn & Barnes, Cleveland, Ohio

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Wherever basketballs (or children) are flying, windows nearby need Tuf-flex glass. Tuf-flex tempered plate glass is 3 to 5 times tougher than regular plate glass of the same thickness. And if Tuf-flex is broken, it is safer because it breaks into relatively small crystals.

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in all vulnerable areas such as: corridor windows, gymnasiums, entrance doors and windows facing playgrounds. It's so much better than frequent replacement.

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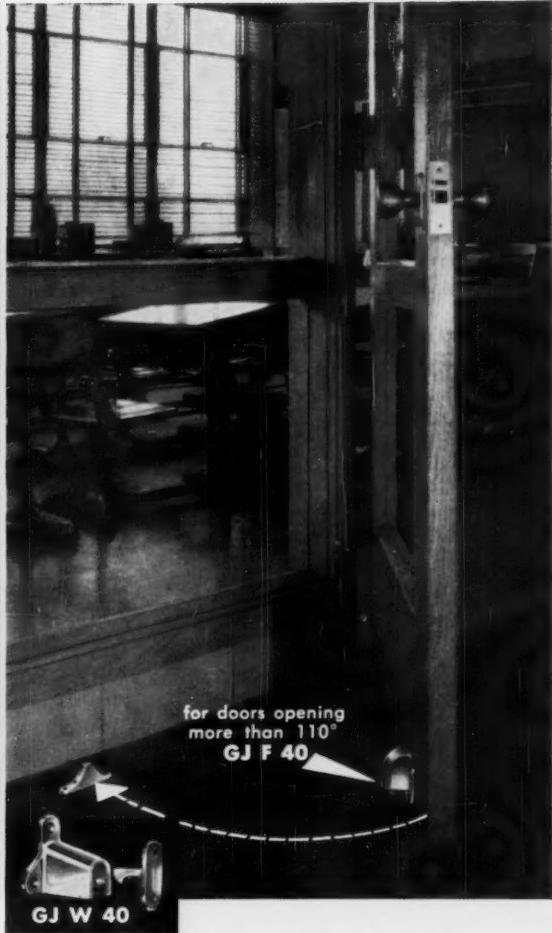
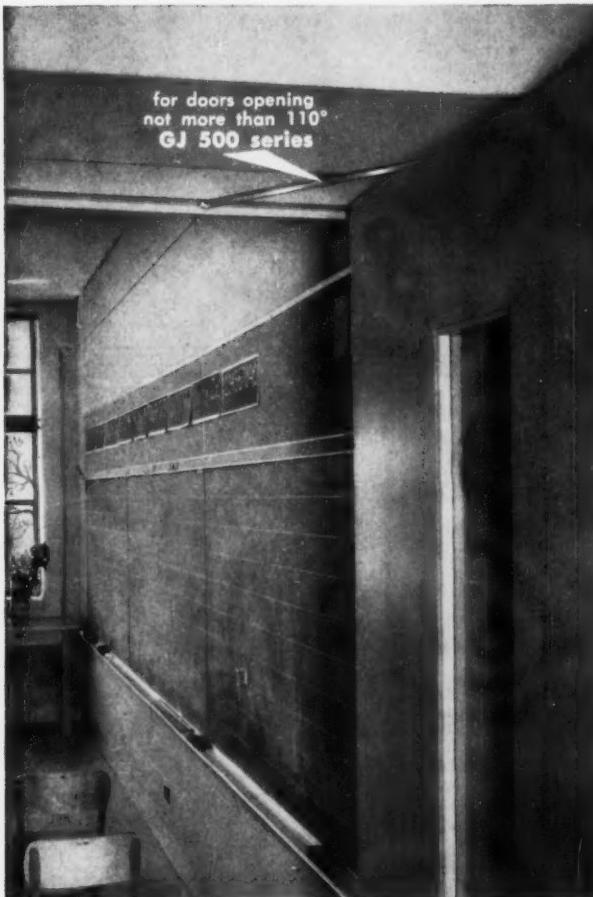
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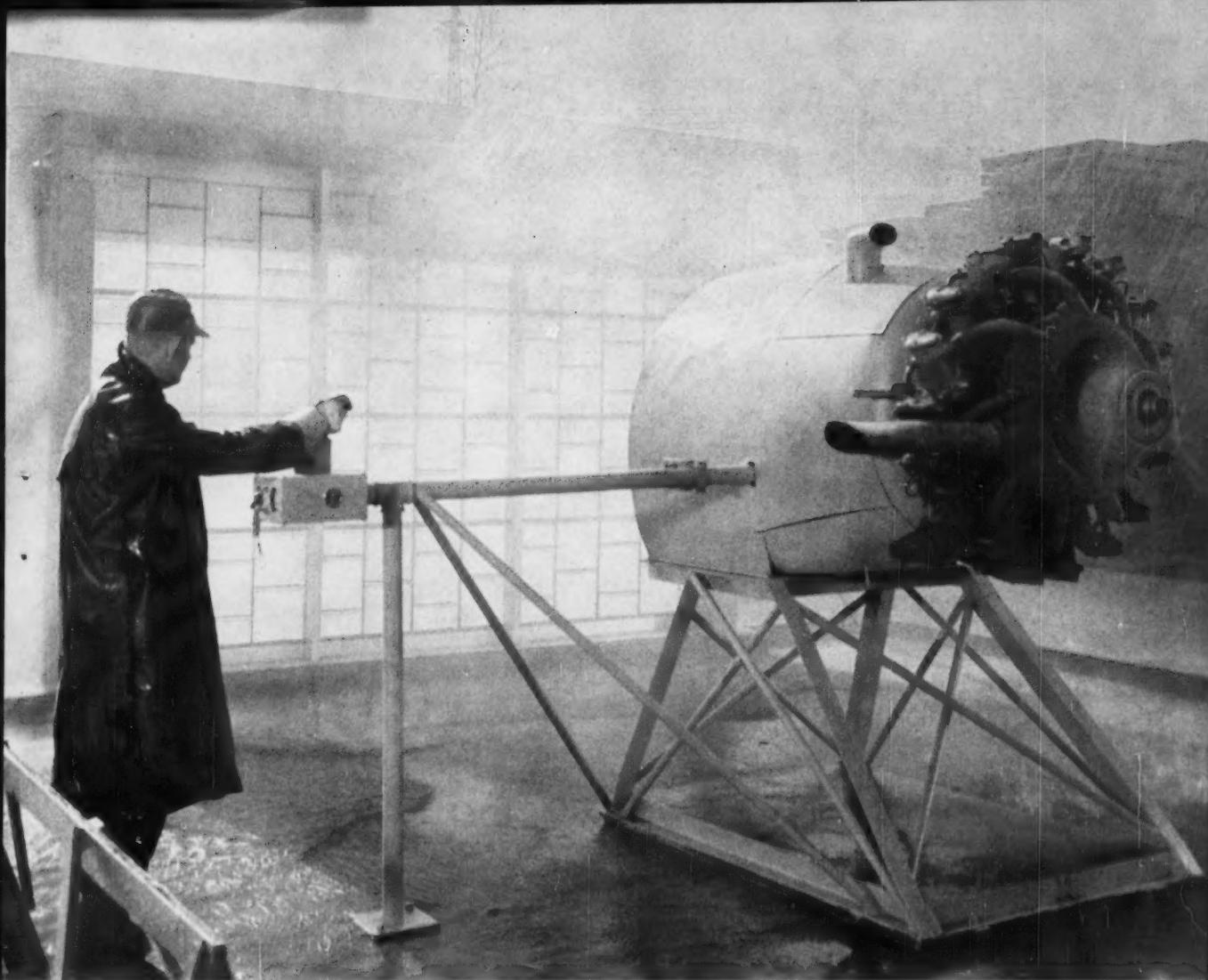
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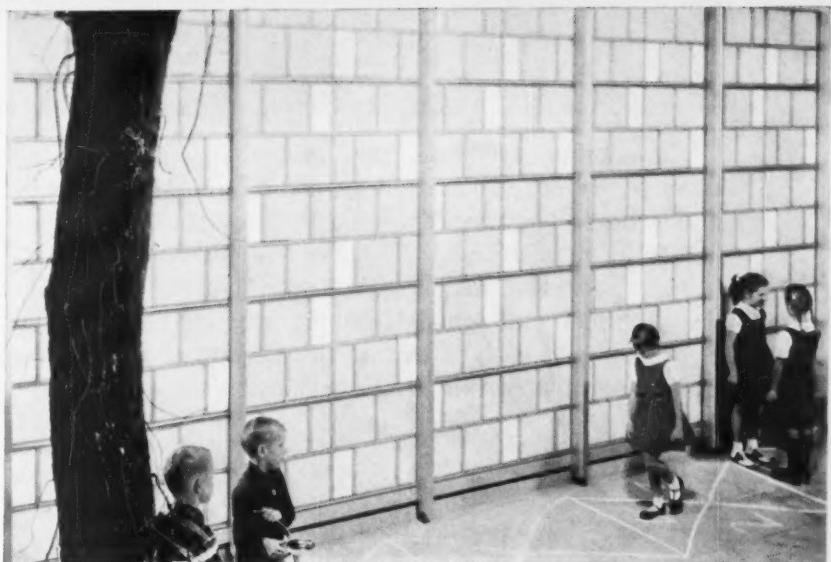
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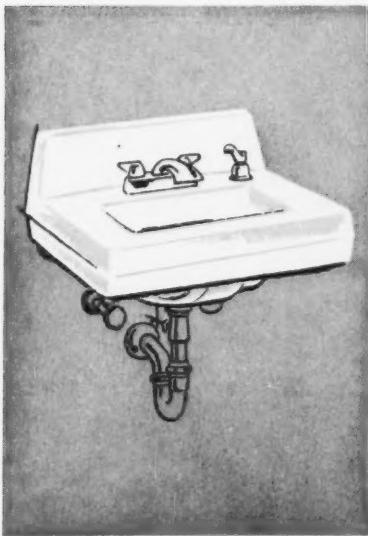
Take the pottery, for instance. The quality manufactured into the vitreous china makes it unusually resistant to wear, to acids, abrasion and dulling—its hard

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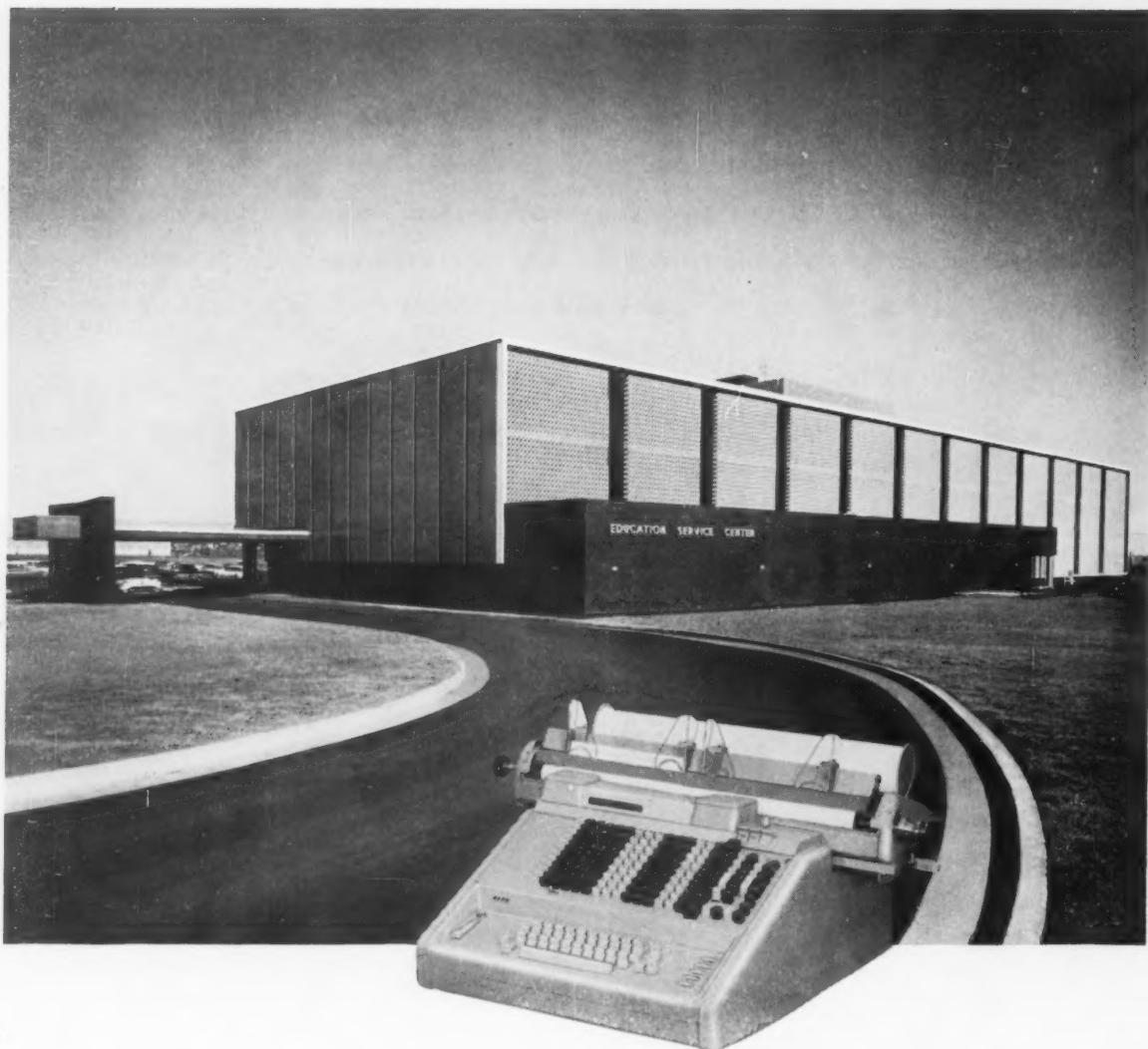


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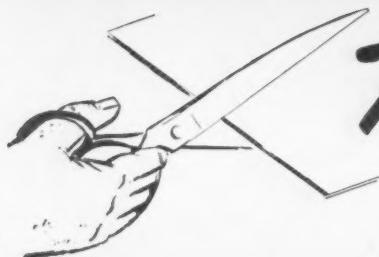
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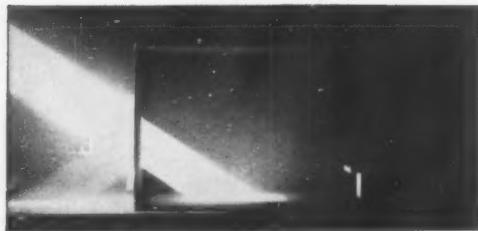


Quakertown High School,
Quakertown, Pennsylvania

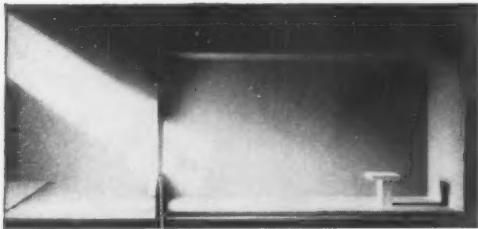
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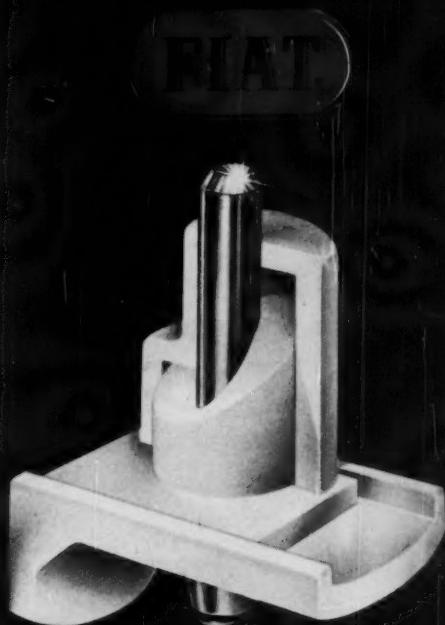
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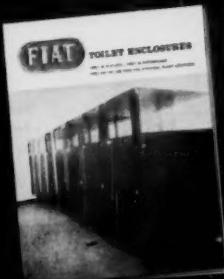
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All the metal in every Kohler fitting—including handles and escutcheons—is genuine brass, insuring maximum resistance to wear and corrosion. Brass takes and holds a chromium finish better than any other metal.

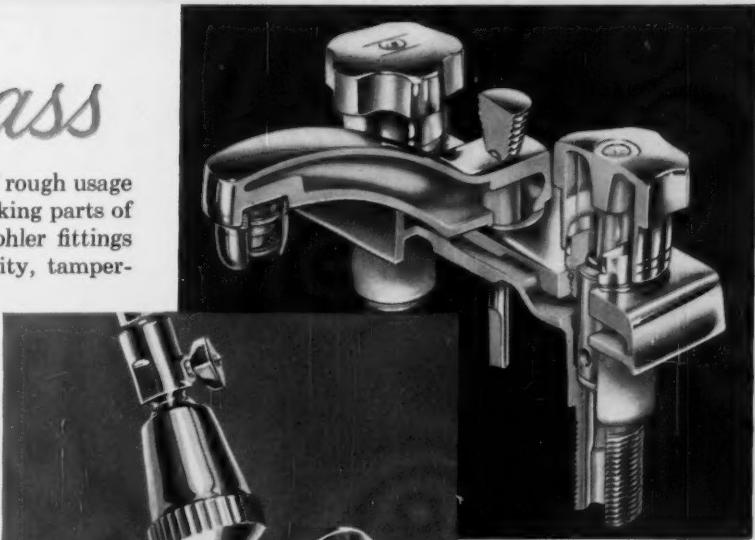
Kohler fittings combine modern, clean-cut design with ease of operation. They fit the hand comfortably and respond to finger-tip pressure.

Insist on Kohler fittings for Kohler fixtures—to insure matching style and first quality throughout the installation, with undivided manufacturing responsibility. They provide superior service on washroom lavatories, closets, urinals, classroom sinks, drinking fountains—and in shower installations.

Kohler Fixtures and Fittings:

MADE FOR EACH OTHER

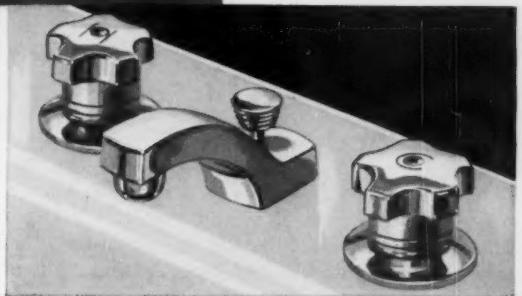
KOHLER CO. • Established 1873 • KOHLER, WIS.



CENTRA, Constellation series lavatory fitting, cut away to show the all-brass construction, K-7400.

DALTON, Galaxy series, shower and bath fitting, K-6927.

BANCROFT, Constellation series, shelf-back lavatory fitting, K-7416.

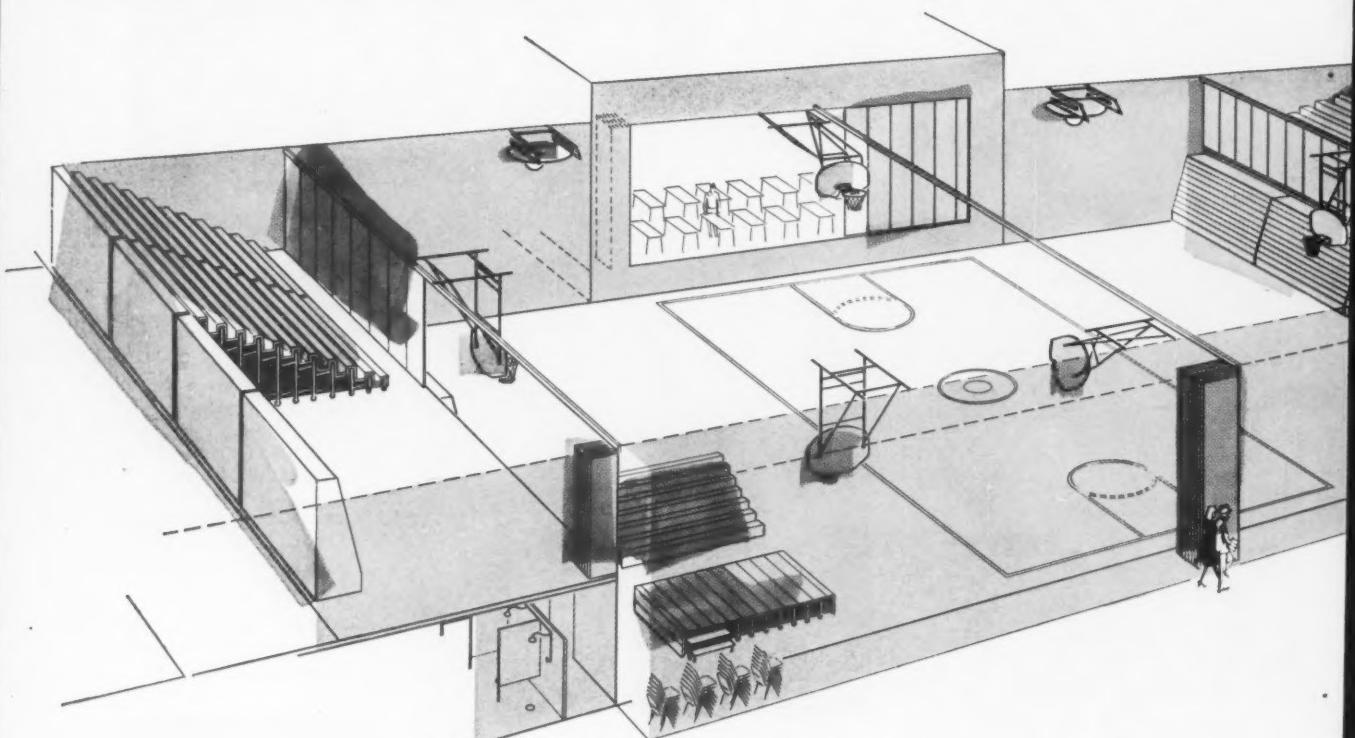


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you can have these 4 exclusive advantages of the new
Brunswick Flexi-Gym



1 Never-before Total-Area Versatility and Space Utilization

2 Coordinated Planning, Design, Installation

3 One Source Responsibility for Specifications, Performance, Service

4 Lower Total Cost when Planned and Installed as a Package

Only Brunswick, the world's largest manufacturer of gymnasium equipment, can give you the time, cost and functional advantages of the Co-ordinated Flexi-Gym. Only Brunswick has the experience, the staff and the desire to help you plan and produce a *total* functionally advanced gym... a gym area *far beyond* your traditional expectations and at total cost *far below* seating, partitions, backstops, stages planned separately.

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***SEND FOR FREE BOOKLET "GYM IDEAS"**

Describes, Illustrates recent Flexi-Gym Ideas, recent Installations and Services

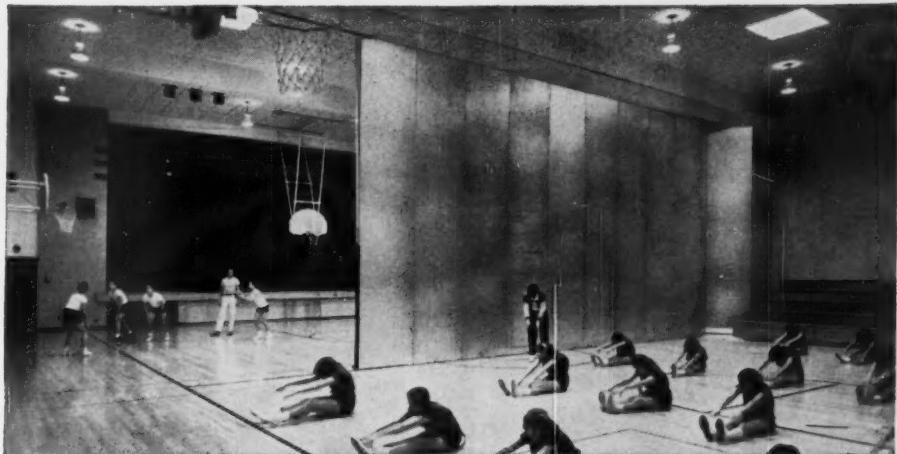
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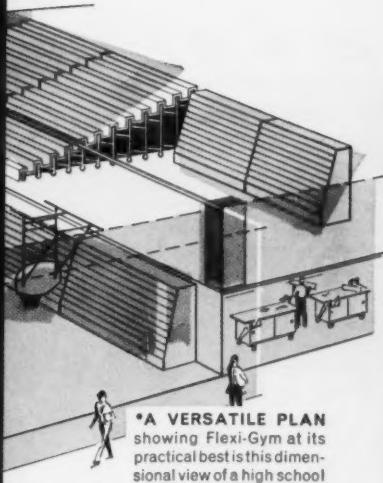
Firm/School _____

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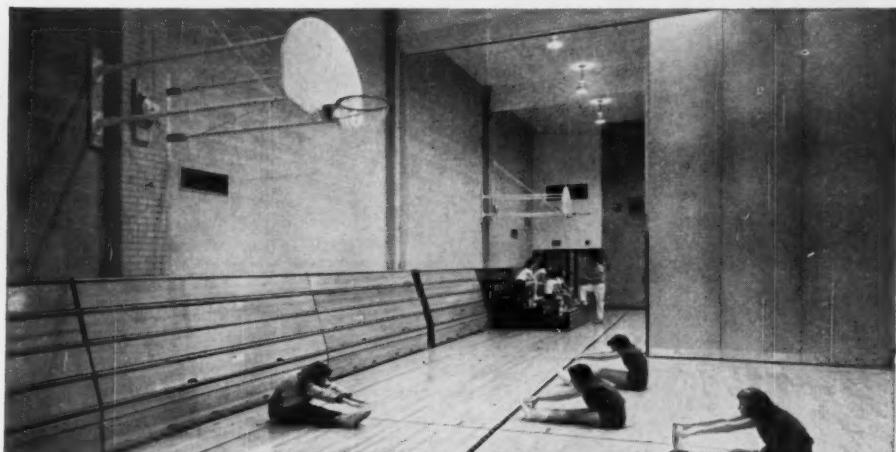
AT WORK—Advanced Planning resulted in a truly versatile 4680 square foot gymnasium area, Oakview Junior High School, Skokie, Illinois; Dr. Homer O. Harvey, Superintendent; Orput-Orput and Associates, Architects.



A FOLDING PARTITION, 20' high by 65' long, gives important flexibility to this gymnasium. With electrically powered partition closed there are two smaller courts each large enough for a gym class. With partition open, the Oakview Junior High School has an auditorium for glee club and band concerts, stage plays, community activities and assemblies; gym area for wrestling demonstrations, badminton, golf, touch football, AAHPER Fitness Tests, or a regulation basketball court.



***A VERSATILE PLAN** showing Flexi-Gym at its practical best is this dimensional view of a high school "idea" gym designed by the Brunswick Planning Service. It includes 14,400 square feet on main floor and balconies; seating for 5200; can be divided into 5 separate areas for physical education, sports, assemblies, dining areas, study areas, other educational and community purposes.



10 SETS OF 5-TIER FOLDING STANDS provide a seating capacity for 500 and are set up in 10 minutes by two men. An equivalent capacity in portable stands would require 4 men working 1 hour. In addition to obvious labor-cost saving, no additional storage space is required. In the first year of experience the folding stands have been effectively used a minimum of once a week for academic, sport and community purposes, according to Dr. Homer O. Harvey, Superintendent.



6 BASKETS AND BACKSTOPS are arranged to give both boys and girls 3 each for refereed games or free-throw practice. Five of the six baskets are retractable and easily handled by even the girls' gym instructor. When weather is inclement the gym is opened to students during lunch hours giving them a place to sit and talk or practice basket shooting. Approximately 142 boys out of 170 enrolled in school, participate on either the school or one of the many intramural basketball teams.

11:00 A. M.
This movie is really sharp! Not a light leak anywhere.

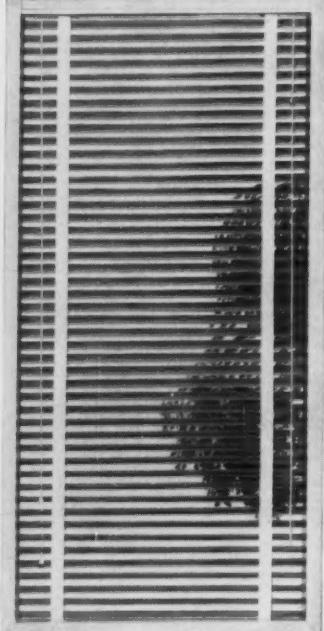
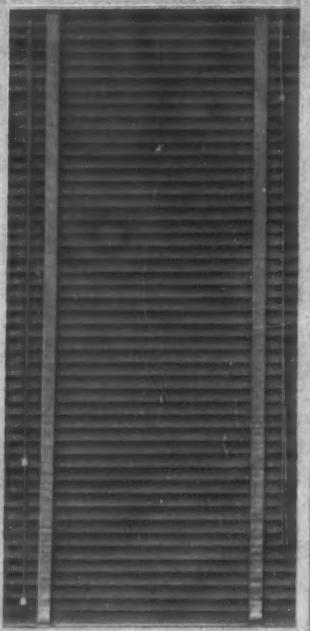
REASON: The windows in this room are light-controlled with Flexalum Audio-Visual Blinds. These blinds make any room theatre-dark anytime. Here's why: (1) more slats per height plus (2) patented notch in each slat that permits adjacent slats to touch, equals (3) no between-slat light leaks. (4) Light-trap channels eliminate around-the-edge light leaks.

11:10 A. M.
The slides look great. Just enough light to take notes.

REASON: You get just the degree of light control you need with Flexalum Audio-Visual Blinds. No other form of blackout covering allows you this flexibility. And Flexalum Audio-Visual Blinds will always stop and stay just where you want them. They're precision engineered to operate so flawlessly, they're guaranteed in writing for five full years.

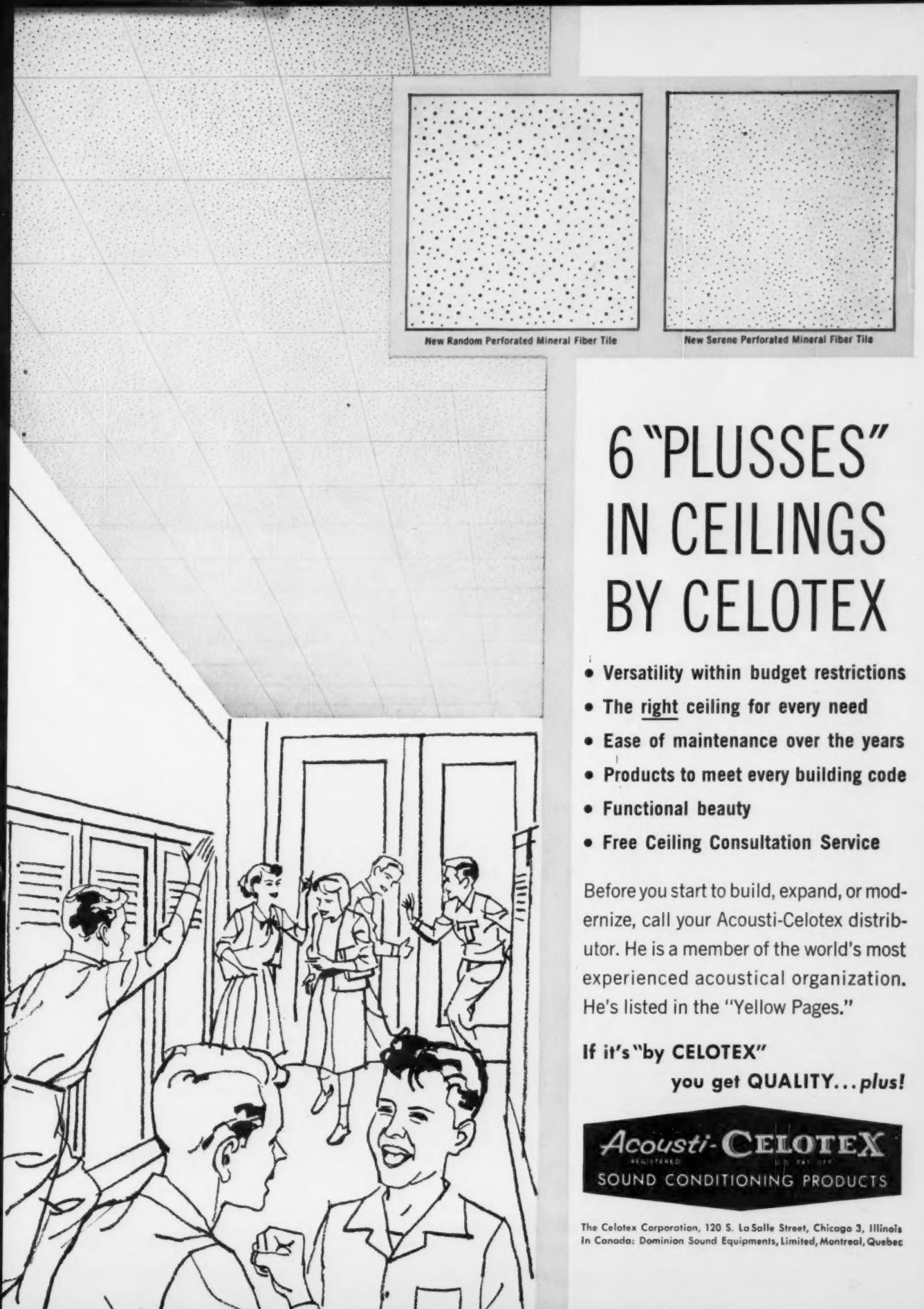
11:20 A. M.
Back to groupwork. Full daylight, instantly—no glare.

REASON: Nothing to take down, nothing to tug back. No wasted money for multiple coverings, no wasted classroom minutes. Flexalum Audio-Visual Blinds do the whole job — taking you from projection darkness to full light (or anything in between) with just a flick of a nylon cord. The plastic lined side channels eliminate all noisy flutter!



Get full-range light control—at low cost—with *Flexalum*® Audio-Visual Blinds!

Bridgeport Brass Co., Hunter Douglas Division, 30 Grand St., Bridgeport 2, Conn.



6 "PLUSSES" IN CEILINGS BY CELOTEX

- Versatility within budget restrictions
- The right ceiling for every need
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A NATIONAL SYSTEM repaid its cost in ten months.

ARNOLD J. ROMEYN, SECRETARY-TREASURER of Kit Manufacturing Co., Inc.



MODERN EXTERIOR of a Kit Stateliner Mobile Home.

"Our *National* Accounting System saves us \$8,600 annually... pays for itself every 10 months."

—Kit Manufacturing Co., Inc.,
Long Beach, Calif.

"This year Americans will invest over a billion dollars in mobile homes. To keep astride with this giant market requires the most modern accounting techniques. That's why we have installed a National Accounting System," writes Arnold J. Romeyn, Secretary-Treasurer of Kit Manufacturing Co., Inc.

"We find the speed, accuracy, and efficiency of our National System frees departmental personnel for other important tasks. Even our most complex accounting demands are handled swiftly and precisely by Nationals. For example, our National Accounting System handles general ledger, payroll,

accounts receivable, purchases, distribution, and a host of other record keeping requirements.

"To conclude, we feel that Nationals have certainly helped us maintain our position as the West's largest producer of mobile homes. Most important, our National Accounting System saves us \$8600 annually . . . pays for itself every 10 months."

AJ Romeyn

Secretary-Treasurer of
Kit Manufacturing Co., Inc.

Your business, too, can benefit from the many time- and money-saving features of a National System. Nationals pay for themselves quickly through savings, then continue to return a regular yearly profit. National's world-wide service organization will protect this profit. Ask us about the National Maintenance Plan. (See the Yellow Pages of your phone book.)



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1039 OFFICES IN 121 COUNTRIES • 76 YEARS OF HELPING BUSINESS SAVE MONEY

It put a new sparkle in her eyes!



*"We have Study-Centers now!
Are they nice . . . this one is mine!"*



©1960 American Seating Co.

"**Y**OU CAN tell it's mine, because it's just my size. See? My legs don't press against the edge of the seat. That's how you tell if it's not too high. We adjusted our seats and desk tops yesterday. I've grown an inch and a quarter since school started last fall.

"Does your desk top tilt like this one? If it doesn't . . . you should have a new desk, too. It's a lot easier to read when you don't have to hold your book up. But you better put the top down level if you ever work with clay. Billy Bartlett spilled his all over the floor one day.

"The top looks like wood . . . but it's really plastic. Plastic is better. I know . . . because my desk last year had a wood top, and some of the boys had carved initials and things in it. You should have seen Billy Bartlett the day he tried to mark this desk top. He broke his jack-knife. Was that funny?

"Our new desks have such pretty colors. I feel sorry for the boys and girls who have those dark, ugly desks

like we used to have. It makes your eyes hurt to look at them.

"Guess how many more kids we've got in our class this year. Nine! But we're not a bit crowded. My seat turns both ways . . . just like the one Daddy has at his office. Only mine adjusts back and forth, too. His doesn't do that! Last year we had so many tables and chairs, and they were so close together that you had to squirm to get out of them. Honest. You should have seen us the day we had the fire drill. We were the last class out of the building.

"We move our desks around a lot. They're not heavy . . . and they've got little round feet, so the desks hardly make any noise when you move them. Sometimes we're in groups, and sometimes we're in rows. Sometimes we're allowed to talk, and sometimes we have to keep still.

"I wish I could take my Study-Center home with me. It's so comfortable. Mother's always telling me to sit up straight. If I had my own Study-Center, she wouldn't have to."



Think in terms of bright-eyed youngsters when the time comes for *you* to buy school furniture. Know who makes it . . . and why . . . and what it will do for students.

REMEMBER: Schools are built to give students a place to sit and learn (they'll *sit* 15,000 hours, kindergarten through college). School furniture is the *most important* single equipment purchase you're called upon to make affecting the physical and intellectual development of children.

Study-Center is a trademark of the American Seating Company.

O.K.? . . . OR . . . K.O.'d?



Study-Centers give students a lift for life.



Eliminate posture problems of old-fashioned furniture.

The desk makes the difference! When you figure your children will sit 15,000 hours, kindergarten through college, you see how important school furniture is. It is *the* most important single equipment item purchased for both their physical and intellectual development. When American Seating's Study-Center costs less than a penny a week more than ordinary furniture, can you settle for less?

Get all the facts now! Write for our free booklet.



The standard by which all public seating is measured
GRAND RAPIDS 2, MICHIGAN

MANUFACTURERS OF SCHOOL, CHURCH, AUDITORIUM,
STADIUM, THEATRE, HOSPITAL, AND TRANSPORTATION SEATING; FOLDING CHAIRS AND TABLES

6544-2

*One of a series of public service advertisements currently appearing in
LIFE, TIME, and THE SATURDAY EVENING POST.*



Eliminate

Germ-Laden Dust!

CUT SWEEPING TIME Don't just push dust around—pick it up with SUPER HIL-TONE® surface maintainer, and get rid of it once and for all. Saves labor time—protects against spread of air-borne bacteria—helps save the floor and improves appearance.

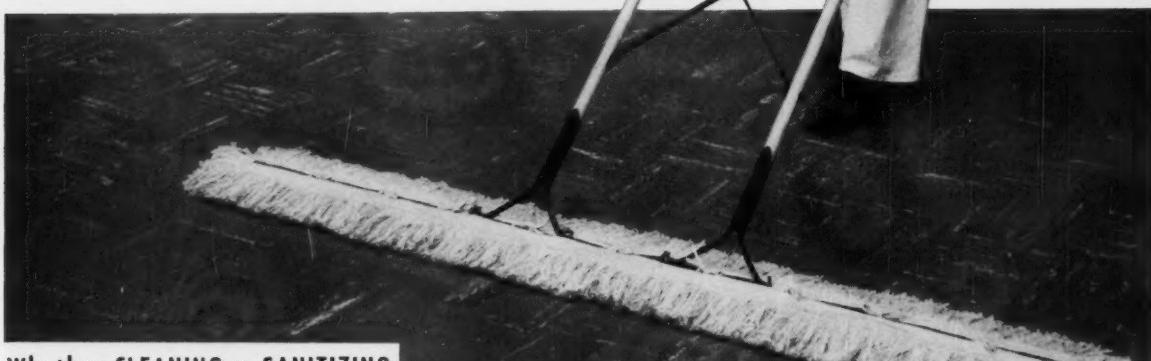
SUPER HIL-TONE has the unique property of AD-SORBING dust (gathers and holds, with a kind of magnetic attraction). Pulls the dust cleanly up off the floor, and holds it in the sweeping mop. Leaves no tell-tale trail.

After sweeping, a microscopic non-oily film of SUPER HIL-TONE cushions against traffic wear—saves the wax or finish film—pulls dust out of the air and holds it until next sweeping. Keeps your whole building healthier. A "must" for dust control and labor-saving maintenance.

Sweeping with SUPER HIL-TONE takes a lot less time. You scrub less often. Moreover, the SUPER HIL-TONE film brightens the gloss of your floor finish, protects it, makes it wear longer.



SUPER HIL-TONE is safe on the floor, safe in the mop, safe in storage. U/L listed "classified as to fire hazard".



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The beauty of these installations reflects the built-in St. Charles quality that means long-range economy, even under extremely hard usage. And St. Charles' custom-flexibility provides vital design-freedom... permitting each installation to meet each individual teaching requirement.

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permanently* economical Nucite glass chalkboards



Why the finest chalkboard costs less than so-called "economy" boards

Compare the cost of Nucite glass chalkboards against the cost of purchasing two "economy" composition boards—or against the cost of slate chalkboard *plus* several charges for resurfacing. That's what the *minimum* cost will be over the life of the building. You'll have to replace composition boards . . . you'll have to resurface slate. All you do to Nucite glass chalkboards is wash them.

In the time it takes a kindergarten student to reach high school, the cost picture will favor Nucite chalkboards—and they'll *still* have a maintenance-free lifetime to go. Installations twenty years old have the superior texture, color and legibility they started with. Nucite chalkboards just *can't* wear out.

They're difficult to damage, too. Nucite chalkboards resist chipping and withstand heavy impacts better than most other chalkboards. They're similar to porcelain panels used in curtain wall construction.

On top of long-range economy, Nucite boards deliver long-range legibility. They have the finest writing surface available. Five sight-engineered colors. Send for samples . . . or see Sweet's ^{23e} No. Agents and distributors in all principal cities. Write for the name of the one nearest you.

Nurite crayon boards do double duty as projection screen and light ivory background for multi-color

diagrams and drawings. Since pigmented chalk is likely to stain any chalkboard surface, Nurite boards and Ezy-Rase water soluble wax crayons were developed especially for classroom color work. A moist tissue or sponge erases markings completely. Identical framing, installation and appearance make Nurite boards the perfect companion to Nucite glass chalkboards. They're especially suitable for art and science classrooms which make heavy use of charts, diagrams and films. Ask your New York Silicate distributor about it. He'll also advise on Nucite glass, steel, Formica, Silicate composition or slate chalkboards, and on glass door or changeable letter bulletin boards—all made by New York Silicate.

* In more than 20 years and 25,000 installations, we have never been called upon to fulfill the following guarantee: the surface of Nucite glass chalkboards is guaranteed for the life of the building against fading, warpage, or becoming slick or shiny under normal classroom use. • Should any Nucite glass chalkboard break within 20 years after installation, outside of willful or accidental damage, it will be replaced free of charge.

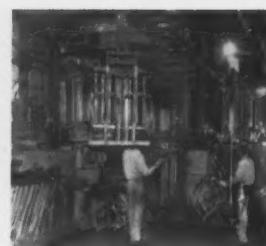
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F-200 SERIES CHAIR-DESK COMBINATION

WESTMORELAND is one of the few fully integrated manufacturers in the industry. This allows step-by-step supervision over every operation, which assures more dependable quality and better value. This is evidenced in the great new

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In this series are rugged, posture-engineered chairs, modern right-height desks and tables. All are virtually maintenance-free, available in colors for every classroom decor, priced to meet rigid budgets.

- Chairs have comfortably pitched saddle seats and curved, steambent backs.
- Legs are of heavy gauge tubular steel.
- Arms, seats, backs and tops available in plywood, solid northern hard maple, laminated plastic, Fibresin, and COREX—a new solid plastic.
- Baked enamel metal finishes . . . taupe, turquoise, blue, coral, hammertone gray, and hammertone bronze. Also chrome-plated finishes.



Write for 1960 Catalog of the Full Westmoreland Line

School Division

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METAL MANUFACTURING CORPORATION
Milnor St. & Bleigh Ave., Philadelphia 35, Pa.

LOOKING FORWARD

Judge for Yourself!

IT IS no secret that some administrators look upon the growing strength of school board organizations, and especially the National School Boards Association, with an indefinable sense of uneasiness. If the school board is to be secretly appraised as a group to be controlled or stymied — then the administrator has much to fear, because the current growth, strength and leadership of the national federation of school boards represent a new power on the educational scene.

The programs of the N.S.B.A. annual convention in Chicago, April 24 through 27, offer evidence to be faced realistically. In those four days, encompassing 90 separate programs, the school administrator's counsel was sought and heard. Fifteen superintendents and business officials participated as speakers, panelists or discussants. From higher education came 51 administrators and teachers to express their philosophies, experiences and recommendations. Six state departments of education were represented by speakers.

The program planners for the Chicago meeting sought and received the cooperation of five professional groups in the structuring of the program.

The address by the president of the association revealed a sharp appreciation on the part of school board leaders as to what are the real problems and challenges of public education in this country. His report on year-round projects and publications showed that considerable progress has been made in joint studies by the N.S.B.A. with the N.E.A. and other professional groups in dealing with such controversial problems as merit rating and written policies.

Resolutions adopted by the delegate assembly were unmistakably friendly. Said one resolution: "This association recognizes the outstanding educational leadership of the American Association of School Administrators and offers its full and continued cooperation to that organization in its efforts toward improving the public schools of this country." Commendations and tributes also were expressed to the N.E.A. and its Department of Classroom Teachers, the Association of School Business Officials, and the Council of Chief State School Officers.

Some observers may question the function of commercial exhibits at a school boards convention. Answering the criticism, William A. Shannon, executive director of N.S.B.A., said: "Our policy of having commercial exhibits is based on the belief that school board members should know quality products in order to give

approval to the recommendation of the superintendent or the purchasing agent for the purchase of these items by the school district. If the school board member goes beyond this, and inadvertently assumes the responsibility of the superintendent or the purchasing agent, he is not acting in accord with best school board procedures."

With this intent, there can be no quarrel.

We are not getting into the argument as to whether it was better for the school boards association to meet concurrently with the A.A.S.A. That plan had advantages and disadvantages. The board members prefer to meet at a different time and place and it is their prerogative to do so.

The National School Boards Association cannot be held responsible for the detrimental conduct of a local school board. All boards derive their powers from legal agencies and not from voluntary associations. Nevertheless, it might be well for all school board associations, state and national, to study whether they *can* and *should* censure or otherwise discipline some of their unethical members.

The development of school administration as a profession during the last half century has changed the relationship between school boards and school superintendents. Domination of either party over the other is neither desirable nor feasible. The working relationship of the board as policy maker and evaluator and the superintendent and his staff as administrative agents is the only arrangement that will permit the competent operation of public schools. Those who fear the growing strength of school board associations offer two reasons: (1) the danger that school boards may be encouraged to usurp the functions of administration, and (2) the possibility that school boards as organized groups may embark upon programs to influence school legislation in direct conflict with the goals of professional groups.

It is still true that a house divided against itself cannot stand. However, the Chicago convention showed no significant evidence of intention or desire to encroach upon the school administrator.

All in all, it was a good convention, and the programs were well worth being absorbed by board members and educators. The National School Boards Association demonstrated that it wants to pull shoulder to shoulder with the school administrator.

Judge for yourself! Read the story of the convention, starting on page 62.

Teacher of Hate

OF ALL the crimes against society, we think the unpardonable sin is teaching little children to hate. Guilty of this crime is Fidel Castro, prime minister of Cuba. A recent Associated Press report from Matanzas, Cuba, describes how Castro conducted a catechism in anti-Americanism for thousands of school children. He used the question and answer technic to summarize his 45 minute harangue against the United States, at a ceremony converting a fortress into a school. (As promised, Castro is changing old barracks into schools, but building new barracks for his army.)

Typical of the indoctrination are these questions asked by Castro and the answers shouted back by the children:

Q: "Where do little planes that burn Cuban sugar cane come from?"

A: "The United States."

Q: "Where are war criminals refuged?"

A: "The United States."

Writing from Camaguey, Cuba, Associated Press Correspondent William L. Ryan reports: "Under Cubela, all levels get an indoctrination in hate, principally for the United States. It reaches all the way down to the ranks of children just learning to read. And there is indoctrination in a cult of Fidel."

Rolando Cubela is a former revolutionary army major who, under the title of president of the Union of University Students, is Castro's agent for promoting propaganda in the schools.

To provide the books with which to poison young minds with hatred toward the United States, new texts are being written and old ones changed by Castro's political lieutenants. An example is a new geography of Cuba, written by Antonio Nunez Jimenez, executive secretary of the National Institute of Agrarian Reform and a former captain in the rebel army.

Compare your understanding of our war with Spain over Cuba with the Jimenez account, now being taught in Cuban classrooms: "In 1898, Cuba was able to gain her independence in the struggle which began Feb. 24, 1895. Then the North American soldiers disembarked at Santiago de Cuba and the United States took over the country, seized the sovereignty won in struggle and sacrifice, and later imposed the Platt amendment on the newborn republic, meaning the right of intervention."

Our history books will tell you that the Platt amendment was abolished 25 years ago, but Jimenez tells Cuban youngsters that it has been in effect all this time until Castro won political liberty for the island.

As might be expected, Jimenez intimates that the United States itself sank the battleship Maine so that it would have an excuse to declare war on Spain and seize Cuba.

Further describing the geography text written by Jimenez, the Associated Press correspondent writes: "This book tells children that the United States plundered Cuba for half a century in a manner typical of colonialism throughout the world; if Cuba is underdeveloped now, that is all the United States' fault."

A second grade Spanish reader has an addition of

four pages devoted to glorification of Castro, and teachers are required to read it daily. Children are taught to repeat, "If the things the student sees Fidel doing are Communist, I am with him."

These are just a few examples of how Castro is teaching young children to hate. The Son of Man pronounced sentence for such crimes when he said: "Whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea" (Matthew 18:5).

Put Research in the Budget

EDUCATION is the greatest growth institution in this country, but it has the most miserly research program. Yet no growth industry can realize its real potentials without constant and competent research.

In essence, this was the warning that Ralph Lazarus, education chairman for the Committee for Economic Development, voiced to school board members at their national meeting in Chicago.

Mr. Lazarus, this isn't news to the professional educator, but he appreciates very much your help in trying to convince your fellow businessmen of this deplorable fact.

In recent years, education has been receiving some help from foundations and other sources for miscellaneous research projects. These grants have been helpful for the most part, and school people are grateful. But we wish that research could become a program planned by those who manage and operate the schools, rather than being determined too often by the hobbies and hunches of those who control the disbursement of these large philanthropic sums.

That is one reason we are glad you have told school board members that "there should be a sum specifically earmarked in the school budget for research."

You also said: "Someone needs to be responsible for keeping an eye out for new and better ways of doing things. Keeping abreast of educational research and recommending the introduction of new technics needs to become a specific, assigned responsibility. This task cannot be delegated to the school administration. If advances are to be made, policy makers on school boards must be active participants."

May we agree with your emphasis, but disagree with your method? We think it should be the concern of the *entire* school board that research is initiated and utilized within the respective school systems, but boards will have to look to their superintendents and professional staff for facts and technics. School boards can help most by providing and protecting a budget appropriation for research, and then, as you state in your fervent plea at Chicago, "encourage a willingness, in fact, an eagerness, to accept and apply the results of educational research — to do it even if it means abandoning old methods and old processes."

The Editor

HAWAIIAN PUBLIC SCHOOLS

have a curriculum similar to the mainland's. But they're different in organization, financing and control.

WALTON M. GORDON

State Superintendent of Public Instruction
for Hawaii

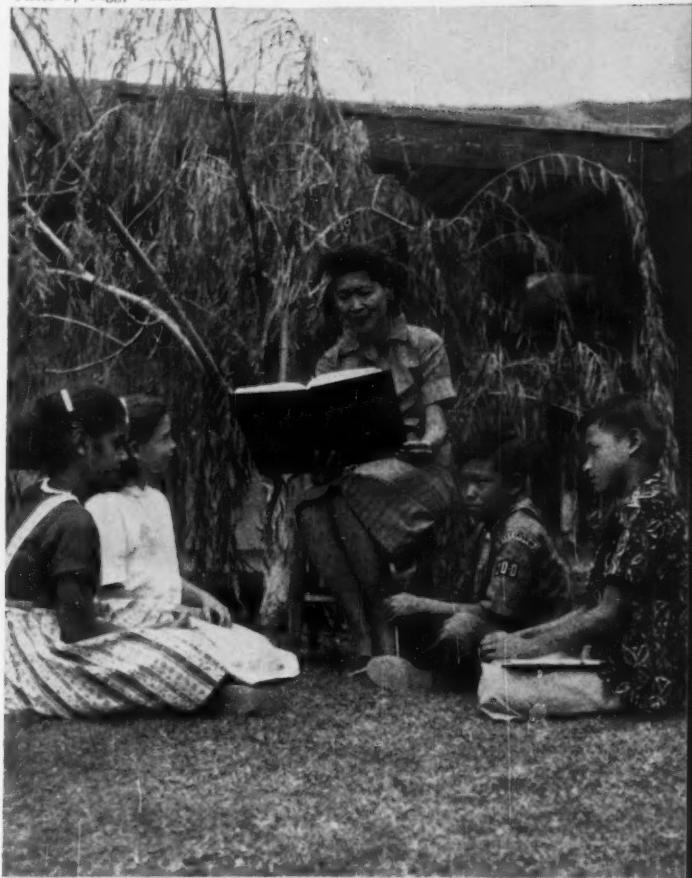
WHEN school began last fall one little Hawaiian boy asked his teacher: "Now that we have statehood, when will we get snow?"

Two little native Hawaiians were discussing some mainland *haole* (white) tourists. One of them remarked in pidgin English: "You no can say 'mainland haoles' now. Us all mainland *haoles!*"

More seriously, the international impact of the admission of Hawaii as a state has been very significant. For several years, during the final stages of congressional discussions, Asiatic countries had been waiting to see what Congress would do with a territory in which the majority of the citizens were of varied racial backgrounds and many mixtures. (Only 26 per cent of the population is Caucasian.)

We in Hawaii know that democracy won a victory with Hawaiian statehood. Respect for the United States rose considerably in the minds of all peoples who rim the Pacific Ocean. *(Cont. on Next Page)*

Photo by Peggy Hickok



TEACHER of Chinese descent,
Elinor L. Maruyama, conducts an outdoor
reading class for fifth graders
at Lincoln Elementary School, Honolulu.

Roger Benezet, architect; Belt & Collins, landscape architects



KANEOHE Elementary School in Oahu, Hawaii, is about 15 miles from Honolulu. It is located on a scenic route near the historic Nuuanu Pali (cliff in Hawaiian), which is now the fastest growing district in the islands. This photograph was taken by L. Hobron Smith and was awarded the Professional Photographers of America award in Chicago.

A secondary benefit, but equally important to the world, was the vicariously increased self-respect of all Asians as they perceived their distant blood brothers receiving personal and political equality under the American flag.

Hawaii for many years has been regarded by the world as one of the bright spots of racial and religious harmony, a show case for proving that true democracy is possible among diverse people. Those of us in education believe that we have played a significant role in developing and fostering this. We believe, too, that

our public schools have been an important factor in developing the political maturity of the citizenry of these islands, as indicated by our people's response to their duties and responsibilities as citizens. The 93 per cent of the electorate, which participated in the first state election, was a voting record only slightly higher than the customary turnout.

The organization for education in Hawaii is quite different from that of any other state. Its highly centralized administration and operation evolved from an historical background. There was no written language in Hawaii

until the missionaries came in 1820. They put the spoken word into written form and organized schools to teach reading and writing of the language. These schools proved to be so popular that the greater part of the adult population enrolled.

The king of Hawaii was so impressed with what was being done for his subjects that he established a minister of education in his court. All schools in Hawaii were directed from the capitol city after the government took over the responsibility for education. This centralization has continued to the present.



STUDENTS at McKinley High School in Honolulu (enrollment 2682) are shown on steps of auditorium (above). McKinley High is the second largest high school (Grades 10 to 12) in Hawaii.

SECOND GRADERS at Lincoln School do a special art project in out-of-door Hawaiian way of life (right). One pupil holds a clown doll while another paints her interpretation of it.



Photos by Peggy Hickok

Although the schools are on seven of eight major islands, separated in some cases by miles of ocean, the State Department of Education is administered by a single board of education through its administrative office and by the superintendent and his staff.

The school board, however, does not have all of the powers inherent in most school boards on the U.S. mainland. It has no budgetary or taxing power. The school budget, after being developed and approved by the board, has to be submitted, through the governor, to the legislature.

The elected legislature thus largely determines, through fiscal control, the program and the operation of the department of education. This procedure is of such long standing, and legislators have for many years been so jealous of this authority, that when the state constitution was drawn up and approved in 1950 in anticipation of statehood, it was impossible to switch this important function to the school board.

The school board sets policy, determines the curriculum in close co-operation with the professional staff, approves appointments, and per-

forms its other legal functions on a statewide basis.

To facilitate administration, the islands are divided into four administrative school districts. Each district has a district superintendent, who is answerable directly to the state superintendent. The district superintendent heads a district staff and is responsible for the administration and supervision of schools within his district in compliance with state policy and program. He also works with the county government, which has charge of all repairs and maintenance.

(Continued on Next Page)

Photo by Peggy Hickok



BAREFOOT Hawaiians strengthen physical coordination with horizontal bar.

Custodial care, repairs and, for the most part, purchase of new sites and building of new schools are a *county* function.

The state superintendent and district superintendents have control, through "approval," of all of these county functions. This means dual control of some very vital aspects of the school program. Because this pattern has existed for such a long time, it is unlikely that the pattern will change much with statehood.

Fortunately, working relationships and cooperative action between the district education offices and the county governments have been good and have prevented major problems in this area. Custodial care and maintenance of buildings and grounds are provided through county funds. All other administrative and professional personnel are paid by the state.

This makes it possible for the state school department to recruit all teachers through a single personnel department and to pay all teachers on a state salary schedule. It is also easy for the superintendent to transfer administrators and teachers between districts to meet the needs of the school department and at the same time satisfy the personal needs and wishes of principals and teachers.

Both rural and urban teachers thus are paid on the same salary schedule. Educational requirements and teaching credentials also are the same for both rural and urban teachers. This makes it possible to maintain a

high quality of instruction in all schools in the state.

Because rural and urban teachers are paid on the same salary schedule, the *average* salary for the state is high — \$4464. But the average salary for teachers as compared to salaries in large mainland city systems is comparatively low. (In 1958-59 the maximum salary in Hawaii was \$5100. In comparable mainland cities of 100,000 or more, salaries ranged from \$4000 to \$6080.) Hawaii's single salary schedule applies to teachers of all levels, which means that kindergarten teachers and high school teachers receive equal pay with equal training and experience.

Where Hawaii Gets Its Teachers

Most of Hawaii's 5000 teachers are drawn from the local university. Last year 238 of the 588 new teachers were graduates of the University of Hawaii's college of education; 171 were local students who were graduated from mainland colleges and universities, and 179 were new recruits from the mainland.

To counteract the dangers of provincialism, Hawaii in the early Thirties instituted a program of teacher exchanges with educational systems throughout the United States. Teachers from Hawaii thus receive points of view and experiences that otherwise would not be possible. On the other hand, so many requests are received from exchanges to Hawaii that it is impossible to fill all of them.

It has been said that Hawaii has the *most traveled* group of teachers in the United States, quite apart from its exchange program. For days after school closes in the spring, planes and boats are filled with teachers leaving for mainland conventions, summer sessions, or just going to look at this great country of which we are now an integral part. Our 12 month teachers' salary schedule, our location at the crossroads of the Pacific, and our surface and air transportation contribute to the teacher traveling patterns.

Since the University of Hawaii constitutes the chief training center for Hawaii's teachers, it has been possible for the university and the department of education to work closely together in developing a training program geared to predicted local needs.

Because graduation from the local university virtually guarantees a teaching position here, many high school graduates seek admission to its college of education. Thus, it is possible to set high standards for admission. This high selectivity of candidates has brought students to the university who are able to maintain the very highest grade point average. This is in direct contrast to the pattern on the U.S. mainland.

Since 1932, a fifth year of training has been required for teacher certification. One semester is spent on a "regular" teachers' assignment, under supervision, in the public schools, accompanied by seminars with the university training staff. The other semester is spent on the campus in graduate studies. This plan allows two "interns" to fill a single position during a school year for which they receive full pay and accrue a year's credit on the salary schedule and full professional accreditation on completion of the extra graduate year of training. This is followed by two years' probation on the job before achieving permanent status as a teacher.

The department of public instruction and the college of education of the University of Hawaii develop and direct this teacher training program through a Joint Teacher Training Committee. The dean of the college of education and the superintendent of public instruction serve as co-chairmen of the committee. This mutually profitable arrangement enables the

training program to be guided by estimated future enrollments in different grade levels. This cooperation avoids such situations as having too many high school teachers graduating at a time when elementary teachers are needed.

The Hawaiian school program follows the typical mainland pattern. High schools offer college preparatory, commercial, general and vocational curriculums. Along with most schools in the country there is an increased interest and emphasis on mathematics, science, language and counseling as a result of the National Defense Education Act. Hawaii has developed and is enlarging its program for the gifted. Honors classes in mathematics, science, contemporary literature, English, creative writing, and art have been instituted.

Selected high school seniors have been given released school time to take freshman courses at the University of Hawaii for credit in college algebra, anthropology, government, history, sociology and philosophy. A new policy at the University of Hawaii permits students, who have passed examinations in a certain field, to get college credit for courses taken in secondary, stepped-up programs.

Language in the Grades

This year, for the first time, a language program is being extended to the elementary schools. Emphasis is being placed on the Asian languages — Chinese, Japanese, Tagalog and Hindi — but offerings in the usual modern European languages are included. With increased interest in, and importance of Asian countries, Hawaii is in a strategic position to develop real leadership in training for foreign service. The attitudes of Hawaii's people — their tolerance and friendliness — are characteristics that should be exploited by the State Department of the United States and

by commercial institutions for leadership roles in this turbulent world.

Other educational programs are:

1. **Adult Education.** This year 1700 alien adults studied American citizenship and 4400 studied basic English in free adult education courses to ready themselves for the new responsibilities of Hawaiian statehood. High interest in secondary school subjects was shown through an enrollment of 2200 adults. Also 370 adult students are working toward high school diplomas and 12 adults for grammar school certificates.

Hawaii's adult education program, begun in 1945, offers evening instruction to 14,000 on six islands.

2. **Technical Schools.** New industrial and communication electronics courses are being taught at the Honolulu Technical School. National Defense Education funds are used to train skilled technicians, who are necessary for our national defense. Courses in college-level mathematics and science are included. Last year 1633 students received preemployment training in 26 courses in trade, technical, business and service fields in the five technical day schools; an additional 3321 tradesmen and apprentices attended part-time and evening classes to improve their job skills and technical knowledge; 250 more apprentices took free home study courses; 224 apprenticed at the Pearl Harbor Naval Shipyard and 87 apprenticed at the 14th Naval District Public Works Center.

3. **School Lunch Program.** For 50 years Hawaii has operated "gastonomical filling stations." This service covers every school in the state, and last year Type A meals were served to 91,430 of our 135,000 public school pupils. It has grown so extensively that today it is recognized as an integral part of the total health education program.

4. **Physical Education.** Last year

physical fitness tests were given to 30,607 students in Grades 5 to 12. Hawaii's youth ranked higher than the mainland averages in over-all performance by 16 per cent for boys and 13 per cent for girls. The greater part of the physical education program is outdoors. We have few gymnasiums.

5. **Other Health Programs.** Dental work with topical sodium fluoride applications are given to elementary pupils with parents' consent. Also included are speech correction classes, special classes for the hard-of-hearing, and home instruction for children temporarily ill.

6. **Programs for Exceptional Children.** Percentage-wise the coverage offered Hawaii's mentally retarded



FREE adult education courses are offered to Hawaiian residents who wish to prepare for the responsibilities of statehood. The program has an annual enrollment of 14,000.

program ranks among the top five programs in the United States. Presently there are 687 children enrolled in special public school classes for the mentally retarded. This represents about 23 per cent of the total need throughout Hawaii.

The physically handicapped receive proper care; some 127 deaf and blind pupils are taught to speak and read braille at Diamond Head School. Special classes are held at school so

(Continued on Page 88)



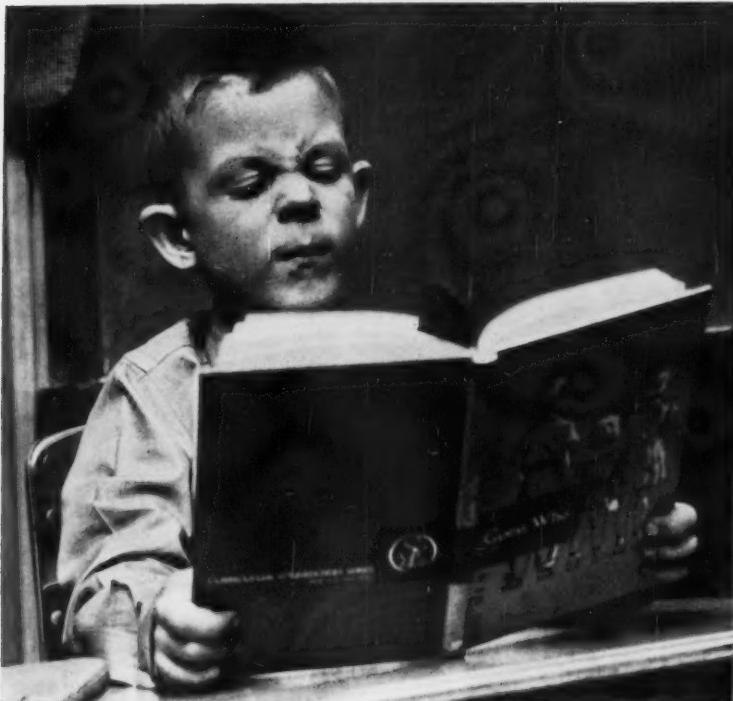
Walton M. Gordon is state superintendent of public instruction for Hawaii. Although he was born in Blanche, Tenn., Mr. Gordon has served Hawaiian schools for 35 years. He taught at Hilo (Hawaii) High School from 1925 to 1928. For the next 20 years, he was principal of various high schools on the islands of Maui and Oahu. These schools include: Kahului School in Kahului; Wailuku Junior High School in Wailuku; Central Junior High School, McKinley High School, and Farrington High School, all of which are in Honolulu. Mr. Gordon became district superintendent for Oahu in 1958, state chief in 1959.

**'To the gifted child, the development
of friendship is more crucial than knowledge'**



PHOTOGRAPHIC EXHIBIT on "These Are Our Children" included this picture
by Lew Merrim, American Society of Magazine Photographers,
one of 300 displayed at the 1960 White House
Conference on Children and Youth.
The conference, held in March and April, drew 7000 participants.

THIS PICTURE by Look magazine also was displayed at the 1960 White House Conference on Children and Youth. The comprehensive photographic exhibit traced the progress and problems of the American child from birth to maturity. Photographs are now being exhibited around the country.



Harriet O'Shea, daughter of M. V. O'Shea, first editor of "The Nation's Schools," is a recognized authority in clinical and applied psychology. Since 1931 she has been associate professor of psychology at Purdue University, where she has served as education director of the nursery school, women's personnel director, and consulting psychologist to women students. She has been active in numerous professional and governmental groups. Miss O'Shea previously taught at Bryn Mawr College and Mills College and conducted summer courses at other colleges and universities.

ENRICHMENT IS NOT THE ANSWER

HARRIET E. O'SHEA

EXPERIMENT after experiment demonstrates that when the intellectually gifted child is placed in school where work is at his level of difficulty, he has the invigorating and satisfying experience of solving interesting problems. Also, and perhaps even more importantly, he is part of a social life by which he is educated and through which he contributes to educating others in the arts of human relations.

Two major elements of experience that every child must have are: (1) the exhilaration of solving problems that are difficult enough to be interesting and still within his grasp, and

(2) the warmth and personal development of friendship. These two rock bottom necessities the school supplies to all children in the middle of the curve of intelligence, all other things being equal. But the intellectually gifted child is starved; both of these necessities are withheld from him.

When the gifted child is placed with those of his own mental ability (children chronologically older than himself) his grades go up. When he is down with children of his own chronological age, events are literally so boring that he can hardly stand it. All the experiments without exception

show this double dividend when the child is put up where the work is at the same level as his mind: He not only can do the work but he gets better grades than ever before.

Social relationships are more crucial than knowledge. A phenomenon more subtle and more difficult to measure, but perhaps an even more powerful influence in the total functioning of the individual, is what happens to a child's interactions with other children when the others are two, three or four mental years below him compared to what happens

(Continued on Page 102)

History
Functions
Advantages
Equipment
Requirements

The How's, Why's and Where's



ADVANCED STUDENT at the booth follows a foreign language study in the text by listening to an oral recording of the written word.

Photo by Boston College, Chestnut Hill, Mass.

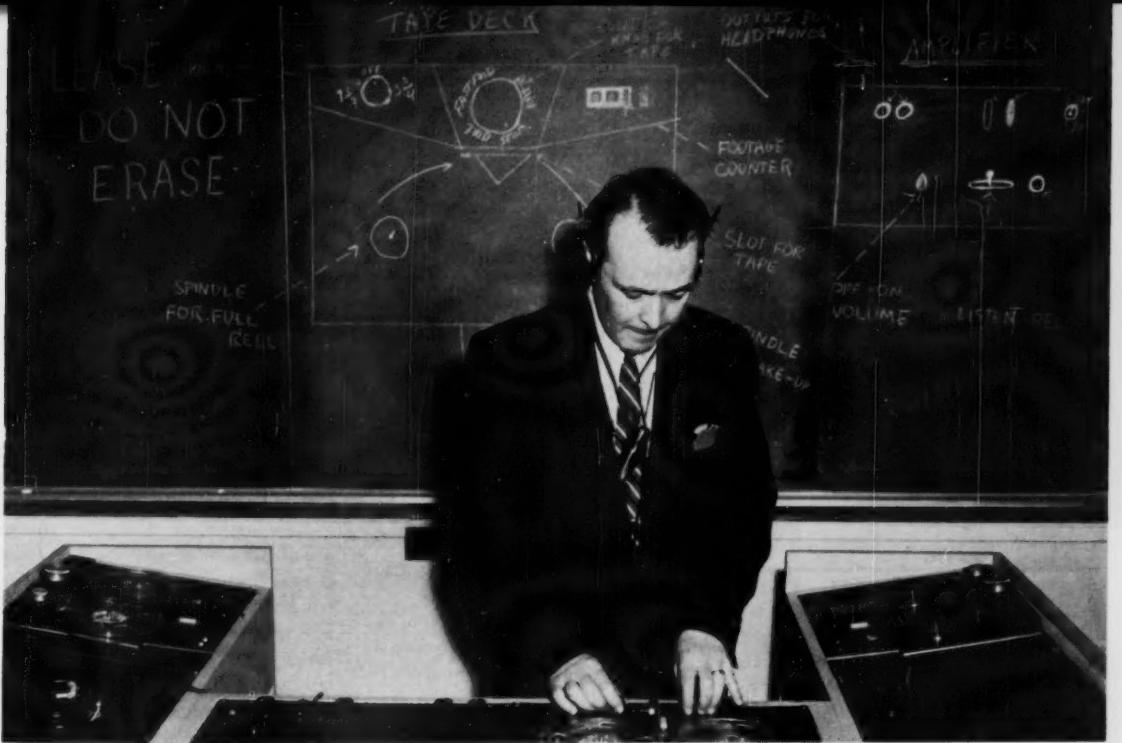
of Language

Laboratories

IN ORDER to become acquainted properly with the purpose and the functions of a language laboratory, it is necessary to begin with and accept the premise that language is essentially an oral medium.* The oral approach, which is being stressed so much these days, not only provides necessary oral proficiency in the language being learned, but it facilitates the other language skills: comprehension, reading and writing. And the best way of teaching the oral approach today, to a large number of students, is by means of a language laboratory.

*Because language is an oral medium, writing reacquires its position in the domain of communication as a transcription of what is said or of what is to be said. This transcription remains fundamentally correct if it reproduces, by means of letters, the sounds of the spoken idiom. Spelling becomes relatively unimportant, particularly at the beginning of language learning when the focus remains, as it must, on oral expression. Correctness in spelling can be achieved later and, from all evidence, with greater ease and rapidity.

Photo by Samuel Cooper, Brookline, Mass.



CONTROLS are adjusted at the console
by Author Benedetto Fabrizi for the proper transmission
of a program to the students in the booths.

BENEDETTO FABRIZI

HISTORY. The idea of the language laboratory developed during World War II, when there arose a great need for servicemen to communicate directly with the natives in other parts of the world. That idea has become firmly established in our teaching methods of today. Some people have compared the advent of the language laboratory to the development of the printing press in the Renaissance, which brought books within reach of every student. The use of mechanical and electronic equipment has been steadily increasing in number, variety and quality. Although many changes and innovations have been made, and many indeed must be expected in the future, the basic duty of the equipment in the laboratory is to enable the students to listen, to record, and to evaluate.

FUNCTIONS AND ADVANTAGES. The laboratory, it must be understood,

teaches the students to understand and to speak the foreign language. And it does so more quickly and effectively than any other known medium. Here are some of the reasons:

1. The laboratory utilizes the student's active time close to 100 per cent. In a one-hour classroom period, for example, the student would speak few words on the average and would listen attentively only a fraction of the time; in the laboratory the student listens and speaks constantly during the entire hour.

2. When the headphones are on and the tape is playing, the student in the booth can concentrate much better on the task at hand. Distractions, either aural or visual, are virtually nonexistent.

3. Everyone hears well, no matter where he may be seated.

4. Through the use of the recorded voice, the student is kept in closer contact with the teacher.

5. More people can be reached and taught directly at one time by one teacher than is possible in a classroom situation.

6. The student has the opportunity to hear native speakers.

7. The student can easily be exposed to the different timbres of the male and female voices, to high and low pitches, and to a variety of accents; thus he acquires a truer and more total concept of the language being studied.

8. The language laboratory provides for the much desired individual pace: Fast students can go on to new lessons, slow students can repeat as often as necessary.

9. Student motivation is in general greatly increased.

10. Of great psychological importance is the fact that alone at the booth the student drops his inhibitions and responds normally to the oral exigencies of the lesson.

11. The problem of discipline is minimized considerably, especially with students in the secondary schools. With no audience to see or hear the student, there is no opportunity for showing off or for uttering wisecracks. The student's faculties are absorbed by the inevitable progression of the lesson on the tape.

12. The advanced student has the opportunity to listen to plays and poetry, to study the regional accents of the language, and so on. It must be remembered that poetry was writ-

personal benefit, he will not willfully misuse it. Besides, young students are generally interested and eager to work with anything resembling a gadget.

TYPES OF EQUIPMENT. Basically two types of equipment are in wide use in laboratories today: magnetic disc units and tape recorders. The discs have two main advantages: (1) Most young people are familiar with phonographs and how to use them, and (2) passages can be retraced easily by simply running the needle back and forth over the disc. These discs are unbreakable and cannot be ruined by the needle being dragged over them.

Discs also have disadvantages. The duration of a single disc recording is about eight minutes — too short for many types of lessons, and the quality of the sound is inferior to that of tape, although much continues to be done today to bring about improvements in this respect.

Tape recorders, which are used more extensively, are of two kinds: single channel and dual channel. The dual channel is superior from the point of view of flexibility and scheduling. Every tape records only on one-half of its width.

In the single channel recorder the other half is recorded by turning the tape over and running it again; in the dual channel recorder, the two tracks of the tape are used simultaneously. The master voice is recorded, for example, on the lower half and, at the appropriate pause, the student's voice goes on the upper half. When this tape is played back the student hears both voices and thus is able to evaluate or check his response against that of the teacher. The same, indeed, can be done on the one track of the single channel machine. However, upon re-recording, the master voice is erased along with that of the student.

ten to be heard, as well as to be read, and that plays were composed so that people could see them and hear them, not just read them. One cannot exaggerate the vivid impression that a play can make on a student when he hears it performed. There is so much that is never perceived or appreciated from the written page.

Many visitors to our laboratory ask whether high school students can learn to operate the tape units in the booths. The answer is Yes. This sort of equipment is not at all so complicated to use as it may appear to the uninitiated, although there are some units that are easier to handle than others. Much depends also on the initial explanations and instructions that students are given. A clear, practical and thorough presentation of the equipment upon the student's first encounter with the laboratory can do much toward preventing any troubles and difficulties from the start.

Another question often asked is whether high school students can be trusted with the equipment. Why not? If each student is made aware of the cost of the equipment that he is given the privilege of handling, for

In the dual channel unit, the master voice stays on and can be used over as many times as desirable by any number of students. This is somewhat comparable to the page of a book: No matter how many times it is read over, the print does not wear off. The master track can be erased, of course, for the purpose of putting on a new lesson or for storing the tape clean, and that can be done most easily by the use of what is called a "bulk eraser," which can make a tape clean again in just a few seconds.

New types of laboratory systems are coming into use. The best known is one that uses a cartridge (a contrivance comparable to the magazine of movie cameras). In some laboratories these cartridges are employed only at the console, or in the master units. In one recently developed unit, each student feeds his own cartridge into the recorder. No threading or rewinding is necessary with cartridges but generally they limit the students to a short definite set of learning materials.

Whatever the unit chosen, the basic requirements stated remain the same: listening, recording and evaluating. Some words of caution are offered here: It is not wise to adopt, without discrimination, any new equipment that comes out only because it is new or the latest. It is better to wait until this equipment has proved itself. Also high-fidelity is not necessary in voice-recording equipment; however the frequency response should not be less than 50 to 8000 cycles per second. One specific feature that should be looked for on tape recorders is the instant-stop button, which is indispensable when examinations are given.

REQUIREMENTS. If a school has decided to go ahead with the project, the next step would be to investigate

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Benedetto Fabrizi is assistant professor of modern languages and director of the language laboratory at Boston College. Born in San Donato Val di Comino, Italy, he received his elementary education there. He holds degrees from Harvard, Middlebury, the Sorbonne and Institut Phonetique. Dr. Fabrizi began teaching on the secondary level in 1947. He taught at Waldoboro High School in Waldoboro, Me., and Central High School in Boonville, N.Y. In Massachusetts, he taught at Simmons College from 1951 to 1956 and simultaneously taught part time at Tufts University in Medford.

Indiana supreme court

Upholds Authority of High School Athletic Association

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

THE question of the legality and/or authority of such extralegal voluntary agencies as accrediting agencies and state high school athletic associations is one that, for some unknown reason, is seldom the subject of litigation. Therefore, every case of this type decided by a higher court in this country is important because of what it may contribute to the sum total of knowledge relating to the legal status of such voluntary agencies.

Therefore, a recent decision of the supreme court of Indiana is of more than passing interest.¹ This case did not involve the legality of such a voluntary agency — the Indiana High School Athletic Association — but, instead, it was concerned with its authority.

Boys Enroll at Shields High

Prior to the first day of August 1958, two brothers — Billy Joe, 14, and Frank Stevenson, 16, — resided with their parents in a small community in Illinois on the Ohio River, near the town of Cairo. On or about that date the family moved to Seymour, Ind., and the boys enrolled in Shields High School at Seymour.

Thereafter, the Indiana High School Athletic Association — "a voluntary unincorporated association composed of some 750 public, parochial and private schools within the state of Indiana for the purpose of setting up uniform rules and regulations pertaining to athletic competition between member schools" — of which Shields High School was a member, issued a ruling that Shields High School could not "play" the boys in question in any association-

sponsored games, particularly basketball, played under the eligibility rules of the association.²

An action was brought in the Jackson circuit court by the boys (by their parents) to enjoin the association "from enforcing any of its orders, rules or restrictions declaring plaintiffs to be ineligible for competitive athletics." An injunction was also sought to prevent Shields High School from obeying any rules of the association that would have the effect of preventing the boys from participating in athletic events as representatives of the school.

The Jackson circuit court issued a restraining order temporarily enjoining the association from enforcing its rules in this case, and a change of venue was taken to the Lawrence circuit court. The association then asked the Indiana supreme court, in an original action, for a writ of prohibition which would have the effect of prohibiting the Lawrence circuit court from taking any further action in this case.

Holds for the Association

The state supreme court held that because the rule of the association had not been shown to be invalid, the association was entitled to enforce it against Shields High School without interference by the courts. Consequently, it made permanent the writ of prohibition against the Lawrence circuit court, which had the effect of denying it jurisdiction to hear the injunction suit brought by the boys.

The boys based their plea on the ground that the statutes and constitution entitled them "to attend public school including the Shields High

School, and to utilize the study and training including physical education and athletics" and that the association was attempting to interfere with this right. The association, on the other hand, based its action on the ground that the court was without jurisdiction to restrain it from enforcing its rules, as it was a "voluntary unincorporated association of public, parochial and private schools in their unofficial and nongovernmental capacity," and it was acting within its powers and authority.

The court noted that there was no question but that plaintiffs were residents of Seymour and entitled to attend Shields High School. It then pointed out that the association recognized this also and conceded that it could not interfere with this right of the boys, but it also argued that none of its rules had this effect. Then the court isolated the issue at stake very succinctly. It said:

"The crux of the controversy in this case is whether plaintiffs' right to go to public school, to wit, Shields High School, and receive education and training includes such activities as 'interscholastic' sports or games, *viz.*: interschool basketball, as may be engaged in between picked teams of the 750 public, private and parochial schools embraced within the membership of relator athletic association."

In arriving at its answer, the court noted that this question had not previously been before the Indiana courts and so it looked to other jurisdictions for precedent. It then considered somewhat similar cases decided in Oregon, Oklahoma, Massachusetts, North Dakota, and Florida.

In noting the relationship between physical education and athletics, it also saw fit to quote from "an authoritative opinion by Sen. John W. Brick-
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¹State of Indiana on the relation of the State High School Athletic Association et al. v. Lawrence Circuit Court of Lawrence County, Indiana, 162 N.E. (2d) 250 (Ind.).

²It is unfortunate that the court did not state the specific rule that was used as the basis for declaring the boys ineligible.

World Problems Are School

Here's What N.S.B.A. Members Saw and Heard

ABOUT 90 different events provided the framework of this year's N.S.B.A. convention program. The 184 speakers were representatives of public education, labor, government, communication, business-industry, economics, religion, international relations, science service, and public relations.

N.S.B.A. committees and the board of directors met on Saturday before the convention opened. A workshop and luncheon was held for the executive secretaries of the 50 state school board associations and the District of Columbia, of which N.S.B.A. is a confederation. Included was a five-man symposium on management.

Once the convention officially got under way, meetings ground away without break, punctuated only by a directors' and officers' reception on Monday night and a banquet and dance the following evening. Events included six general sessions, 15 clinic sessions, 45 section meetings, and a workshop and two business meetings for the N.S.B.A. delegate assembly. (The latter consists of 102 delegates — two from each of 51 affiliated associations — who elect the officers and directors and transact all other convention business.)

There were two general meetings and one business meeting of large city school boards (from cities of more than 300,000 population); they also met jointly with the Associated State Boards of Education of America. The A.S.B.E. held three meetings of its own and in addition sponsored the sixth general session.

The 15 clinic and 30 sectional meetings focused attention upon various elements of general session subjects, rather than "a kind of cafeteria of unrelated events." One or more speakers ahead of the group meetings set the stage for discussion of the major subtopics of the theme, "Education for World Leadership."

CHICAGO. — "The world is round, and henceforth it will be necessary for us to see the world in the round."

Implications for schools in this graphic statement, made at the 20th annual convention of the National School Boards Association, were in keeping with the convention theme: Education for World Leadership. Another speaker added: "We have gone through a depression, World War I, World War II, and a cold war 15 years in duration. We cannot indefinitely continue operating our educational institutions as though these tremendous developments had not occurred."

The 3000 "legal lay leaders of our democratic system of American education" who met here April 24 through 27 concentrated also on two other areas of education: teaching the fundamentals of citizenship and world leadership, and providing opportunities for learning effective communication. Emphasis was placed on the need for adults to develop a clearer understanding of what they want, both in their personal lives and in education, and what they want for their children.

Just about every recommendation for the attainment of advocated educational goals brought with it the inevitable discussions of finances;

several sessions spotlighted this subject. The convention also sought to define the major issues of future American public education.

A convention feature was the televising of the general sessions to the 3000 registrants from a meeting hall seating about 1000. Closed-circuit television cameras carried the proceedings to an adjoining theater and to 13 different locations throughout the headquarters hotel.

The N.S.B.A. delegate assembly, which transacts all convention business, named Roy O. Frantz, Pueblo, Colo., seed, feed and farm supply merchant, as the 1960-61 president, and elected other new officers.

Acceptable Resolutions. Of the array of resolutions presented, those adopted by the delegate assembly:

1. Commended the many improvements made in the U.S. Office of Education.

2. "Recognized the outstanding educational leadership" of the American Association of School Administrators and offered the N.S.B.A.'s "full and continued cooperation to that organization in its efforts toward improving the public schools of this country."

3. Commended the National Education Association . . . paid respect to

NEW OFFICERS, shown here with Executive Director William A. Shannon (left), are: Roy O. Frantz, president; Theodore C. Sargent, first vice president, and Cyrus M. Higley, second vice president. The fifth officer (not shown) is Mrs. Fred L. Paul, the newly elected N.S.B.A. treasurer.



Problems, School Board Members Told

the Department of Classroom Teachers, N.E.A., for its professional leadership in jointly conducting the study of teacher competency with the A.A.S.A. and the N.S.B.A.

4. Expressed appreciation to the Association of School Business Officials of the United States and Canada for "the devoted efforts in managing public school funds at the local level and keen interest in securing for the public schools quality merchandise and services at the most economical cost."

5. Commended the Council of Chief State School Officers.

6. Paid tribute to the Boy Scouts of America.

7. Tabled a resolution that would have "called attention to the fact that under certain titles of the N.D.E.A. of 1958, federal monies are being expended in a manner which abrogates state and local control of education" and would have called attention to "the dangers inherent in the precedent which is established by the allocation of federal tax funds to support certain educational activities in private and church related and operated schools."

8. Tabled a resolution from Wyoming opposing "further extension of federal aid to education."

9. Advocated "that all organizations interested in better public schools commit a significantly larger share of their financial and other resources in the development and dissemination of educational research."

10. Adopted Policy No. 27, establishing a National School Boards Association Foundation.

11. Adopted this resolution on educational television:

"This association urges its members to study the use of television as an aid to classroom instruction. Open-circuit programs which cover wide areas and cross district and state lines raise issues of public policy which need careful consideration before

precedents are established. The N.S.B.A. board of directors is requested to consider issues and emerging practices which might conflict with the established policies and precedents relative to the control and support of public education."

President's Address. "Within the last decade or so, virtually every ele-

bers toward their responsibilities." Referring to the convention program, President Willis said that concentration at this year's meetings was on three vital problems "in which we're not yet doing a good enough teaching job": (1) teaching the foundations of American civics and citizenship, (2) developing the bases for knowing the world in which our nation must participate and compete, and (3) providing the opportunities for learning the attitudes, values and skills which make effective communication among individuals, groups and nations possible.

Convention themes of recent years have been a "startling departure from what are usually regarded as the traditional concerns of school board members": School Boards and the Curriculum, in 1958; Education — A Free People's Responsibility, in 1959, and Education for World Leadership, in 1960. This year's theme "is a true reflection of how school board members must view the larger problem," Mr. Willis observed.

"Great forces, pretty much outside our control," were listed by the lay educator as "working to change the face of education": (1) the amount and nature of knowledge to be absorbed and transmitted by the schools and other institutions in our society, (2) the advancing requirements for occupational effectiveness (how much more we have to know to do our jobs), and (3) the awakening aspirations to a better life in all classes of society, in all parts of the world. These three forces are global, the Florida attorney said, "but they're on our doorsteps and on the thresholds of our classrooms."

"We must concentrate more heavily on teaching people how to think, rather than what to think," Mr. Willis said, "and on teaching them how to use tools, rather than asking them to accept today's facts as ultimate truth." *(Cont. on p. 122)*



ROBERT E. WILLIS, N.S.B.A. president, is a practicing attorney at Bradenton, Fla. He has been a school board member since 1947 and is a former president of the Florida School Boards Association.

ment of public education has begun to reflect new attitudes and to search for new approaches to meet the national and international problems of our times," the N.S.B.A. president, Robert E. Willis, told members at the opening session. This discernible trend was reflected among board members even before the appearance of the first Soviet sputnik, he said. "In fact, from 1955, when at its Kansas City meeting the association held its symposium on New Approaches, there has been a more sophisticated attitude on the part of board mem-

"...when the lady isn't ticking she is cuckooing, so that the superintendent's office sounds like the Black Forest where little elves build cuckoo clocks."



Coexistence With Mrs. Busty

FREDERICK "CHALK DUST" MOFFITT

IN THE life of every school superintendent, Mrs. Busty virtually always obtains. It is useless to ignore this fact of life because Mrs. Busty will refuse to be ignored. The superintendent may close his eyes and make a wish that she will disappear, but it is a vain and specious hope. Every administrator, therefore, should realistically examine the phenomenon inasmuch as his job, his peace of mind, his ulcers, and his career are affected by his understanding and management of Mrs. Busty.

What makes Mrs. Busty tick? How, if at all, should she be managed? Scientific examination throws considerable heat on all these questions.

As Professor Longfellow of Harvard, the sixth grade poet, used to remark in his contemplation of the uniquely peculiar existence of a school superintendent: "Into each life some rain must fall." Mrs. Busty is usually the fall-out that descends upon the administrator. From time to time, she is also the hail, snow, thunder and lightning as well as (a fact to be examined later) the sweet breath of spring.

It is an exercise in futility to describe Mrs. Busty because there is so much and so many of her. Any school administrator can add plenty of anecdotal records and lurid descriptions of his own. In general, it may be said that Mrs. B. is generic, i.e. one who generates, and this faculty is not confined to the feminine gender. Any community has a considerable number of Mr. Busty's.

Mrs. B. may be an old resident of the community or she may be a newcomer. In either case she is familiar with neighborhood history, customs and idiosyncrasies, sometimes a little uncharitably so. She has many important community connections, and support of her crusades varies with the popularity or unpopularity of the one she is currently leading. She has a coat of arms (crossed swords in a darkling sky), a distinguished ancestry (being a direct descendant of Brom Bones, who pumpkin-headed

Ichabod Crane to the delight of all the neighbors), and numerous progeny, equally distributed among all grade and high school classes. She is likely to be prominent in political circles or similar local manifestations, and her avenues of communications, information and conflagration are astronomical.

If, as is too often the melancholy fact, Mrs. B. is a former school teacher (Who among us was not in the good old days of haphazard certification?), she has a multitude of additional annoying traits, mostly negative, for she is aware that school administrators, at best, are an imperfect breed and seldom know all the answers. Or if, perchance, she once led a community chorus, let the superintendent tremble, for his music curriculum is due for early renovation. Or if Mrs. B. once played Little Eva in "Uncle Tom's Cabin," the school dramatic club is in for an overhaul. If worse comes to worse, the old gal may even be elected to the school board. In such a case there may be only one solution for the superintendent: Look out, get out, and stay out!

What makes Mrs. Busty tick? This is a psychiatric question. Everybody ticks to a degree, but Mrs. Busty ticks faster and more furiously than run-of-the-mill tickers. And when she isn't ticking she is cuckooing, so that the superintendent's office sometimes sounds like the Black Forest, where the little elves spend their time building cuckoo clocks.

Genuine Tick for Education

Partly she may tick because of an overactive pituitary gland, a hyperthyroid condition, a desire for recognition, or some psychological peculiarity which has not yet been formulated. A better supposition is that Mrs. Busty is genuinely interested in the school and is eager to have it do a job. In a word, *she ticks for education.*

But enough of this bootless speculation! Every school superintendent can fill in the qualifications with

which Mrs. B. is overendowed, depending upon his location, security of tenure, physical fortitude, mental equanimity, wife and children.

In view of all the peculiar characteristics that have been attributed to Mrs. Busty, it might seem that she is a danger and disaster to the school. Yet, in the opinion of a number of superintendents, this conclusion does not necessarily follow.

"How dull a community would be without Mrs. Bustyl!" they say. The real disaster, they assert, does not lie in Mrs. Busty per se, but in the numerous Associations of Mrs. Busty's; these are a comparatively recent educational manifestation peculiar to American society. In these bomby days of frustration, unease, worry and increasing taxes, the superintendents report, too many school administrators get tackled by gangs of Mrs. Busty's.

Scholar on the Wrong Subject

Herein lies an educational paradox. Today, at the increasing urge of professional associations and with the help of graduate schools, teachers colleges, study groups, certification bureaus, and self-examination, the average school administrator has become a professional educator. In order to be a school superintendent, he must know a great deal about child psychology, the learning process, curriculums and education in general. True, it sometimes seems that he knows more about business, buildings and buses but, in actuality, these are only the fringe satisfactions

and forced learnings that go with his job. Scratch a school administrator and you will find a scholar or at least a character who aspires to scholarship if he only had a little more time and could afford to buy a few more books. The deplorable fact remains, however, that while the superintendent knows a great deal about his thesaurus, he doesn't know much about Mrs. Busty — and he has to learn the hard way. On the other hand, Mrs. Busty knows a great deal

about people, personalities and, in particular, about superintendents.

As a solo performer Mrs. B. can sometimes be dealt with, but the Association of Mrs. Busty's, Inc. (the Busy B's) is quite a different matter. And, in America, charters of incorporation for the most outlandish purposes are easy to obtain.

Everyone Gets in the Act

Let every school superintendent remember that participation by the people of America in their public school system is one of the crowning glories of education in a democracy. It is a unique and satisfying demonstration of interest and excitement concerned with the bubbling ferment that is today's education.

Such worthy organizations as the parent-teacher association, for example, play a tremendous part in the success of the American school. It is inconceivable that a modern school could begin to meet its responsibility without the help and friendship of such a loyal and dedicated group. The P.T.A. has its imperfections, as do all human institutions. Some local chapters bog down in trivialities and inconsequentialities and light too many candles. It is even a fact that, in moments of desperation, a P.T.A. has been known to elect Mrs. Busty as president. These are the exceptions that prove the rule. They come to pass because of lack of community leadership, indifferent school support, insecure or jittery school superintendents, and uninformed or slothful school patrons.

The Citizens' Committee for the Public Schools was a tremendous example of public interest in education. But the Association of Mrs. Busty's, Inc., is different. The real trouble with the Busy B's does not stem from their enthusiasm or their pugnacity but rather from their mistaken devotion to two fairly common fallacies: (1) The schools belong to the people, and (2) the board of education is an advisory body.

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Organize Schools for Quality

TO APPLY the criterion of efficiency to schools is no easy task. Many circumstances and factors make this the case.

While we who devote our efforts to education object to the inadequacy of both financial and spiritual or social support of education by the "people," we will find it helpful to compare the traditional attitude of the U.S.A. toward schools with attitudes in other parts of the world. Examination of the traditional relationship between educators and laymen may also be valuable.

In comparison with all other nations, the United States has shown a uniquely prolonged regard for, demand for, and support of education.

Adapted from an address before the conference for superintendents and school administrators, Harvard University.

To be sure, in terms of our financial ability, we can afford much better educational opportunity than is now offered. Why, then, is such not the case? Close scrutiny of this question by all professionals in education, especially by school administrators, seems essential.

In the first place, there seems to be a lack of agreement among and between educators, among and between noneducators, and among and between the professionals and nonprofessionals as to what makes good schools and, therefore, as to how good schools are.

This lack of majority, much less unanimity of conviction concerning what determines and what is the quality of our schools, may be the result of the traditional relationship between educators and laymen in

our country. In the past, noneducators have neither known nor understood educators. But at the same time laymen have shown a staunch and sustained awe of, and faith in, schools and school teachers.

Is it not both flattering and frightening how quickly parents turn to educators for advice about what to do about children: Should Johnnie go to college? What is the best college for him to attend? Can he be admitted? What course should he take?

Are we as educators fully deserving of such trust?

It is my firm conviction that a major phase of desirable action consists of the process of educators joining with noneducators to gain a mutual understanding of what a good educational program is. The next step is continuingly and continuously to interpret to the public the program that is being offered. Note that I urge interpreting the educational program rather than selling it.

A recently published dictionary defines the word "sell" as follows: (1) to give up or make over to another for a consideration; dispose of to a purchaser for a price; (2) to deal in; to keep for sale; (3) to cause acceptance; to sell an idea to the public, to sell the voters on a candidate.

Are these the bases upon which



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Operation

JOHN GUY FOWLKES

educators wish people to believe in and support good schools? Do school administrators wish to stimulate a favorable vote on the bond issue for new school buildings through "hidden persuaders"?* Do we simply want signatures on the dotted line, so that *our* beliefs as to the need for new school buildings can be realized? It would seem much sounder to have "the people" know that apart from the custodial function of a building, the school plant is basically a piece of teaching equipment, necessary for the maximum development of boys and girls; they should vote for new buildings for that reason.

Better Perception of Functions

WE NEED TO KNOW much more clearly: (1) the functions of the school; (2) the functions of all school staff members, and (3) the function of central office administration. Particularly important is a sound concept of the functions of the administrative and supervisory staffs. We might well take inventory of the specialized services essential for good schools, then establish posts and responsibilities, and then choose and appoint the staff members. At the time of appointment

these specialists should have considerable skill in their special function; equally as important, they should possess the capacity to develop more perfectly the skills needed for the services they are to perform.

Sound research on perception of the various staff posts is necessary before this suggestion can be validly fulfilled. Similarly, much more study in perception of function must be made for the improvement of the central office of local school systems. What does the post of "superintendent" really mean to present-day classroom teachers? For that matter what does the term "superintendent" really mean to some, if not most, of those who carry the title?

What do the titles and posts of deputy superintendent, associate superintendent, assistant superintendent, director, consultant, specialist and supervisor really mean? Among those who do not hold these titles is there a nebulous, haunting, oppressive spector of nonlegal and therefore really nonexistent authority hovering over those who bear these titles?

Closely associated with the functions of school staff members is the organization of the central office and the entire hierarchy of staff positions. Are we acting wisely in rushing toward the establishment of such central office positions as supervisor in

'It is an inescapable and admittedly unpleasant fact that the present-day educational institution (whether it is local school system, college or university, elementary, secondary, so-called college preparatory program, graduate or undergraduate work) simply is neither attuned to, adequate for, nor effective in the preparation for citizenship and the rendition of personal service in the world today — much less the kind of world that seems clearly in the future.'

science and/or mathematics? What has traditionally been called supervision might well be recognized as assistance to professional colleagues from a highly technically qualified, personally well adjusted person. Would it not be more logical to put those whom we expect to be of special *ad hoc* assistance near to, rather than at arm's length (central office), from those whom they are to serve?

To be sure, perception studies may receive attention from college and university educators. But research in this area plainly must be carried on in local school systems; hence, such research must enjoy the sustained attention of various local staff members as full partners in the planning, reporting and interpretation, as well as the conduct of such research. Surely much study on perception is essential if the program and operation of our schools are to be improved.

Philip H. Coombs, program director of the Ford Fund for the Advancement of Education, has long said that there should be a post in the central office of the local school system with some such title as "vice president in charge of change." Some might raise objections to the appropriateness of the title. Nevertheless, someone is needed in the central of-

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*Packhard, Vance: *Hidden Persuaders*. David McKay Company, New York, 1957.

Six ways to

Upgrade Supervisory School Lunch Personnel

JOHN F. McGEEVER

Director of Guidance, Riviera Junior High School, Miami

IN THE May issue of *The NATION'S SCHOOLS*, Dr. McGeever discussed the selection of food service supervisory personnel in terms of adequate staffing. This is Part II of his two-part article;* in it he discusses six other considerations to weigh when selecting supervisory personnel. — Editor

FOOD service supervisory personnel can assume an important role in today's educational program. They are likely to do so to best advantage if accorded status comparable to that of instructional and other supervisory personnel.

This status may be acquired if sound personnel policies for supervisory employees are developed that include: (1) the recruitment, selection and appointment of well qualified persons; (2) written clarification of functions; (3) cooperative staff meetings; (4) good salaries and salary schedules; (5) fair dismissal practices; (6) appropriate fringe benefits (leaves, insurance protection, and retirement plans), and (7) a continuous program of inservice education.

1. A systematic recruitment program should be conducted.

Few systematic attempts appear to have been made to interest talented young people in choosing a career in school food service. In view of the keen competition among occupations and professions, this requires coordinated recruitment effort. Perhaps the major responsibility should fall

upon the food service supervisory staff but there is much that the administrator can properly do.

Effective recruitment is more than a sporadic effort to fill vacancies as they occur. Since most of the recruitment activity reported in our survey appears to be directed at the local level, the administrator should broaden his recruitment efforts to reach a wider population.

An extensive, aggressive program for the recruitment of food service supervisory personnel may be needed to place a qualified person in every position. Steps to be taken might include:

I. Announcement of need through all available media — press, radio and television. Brochures can be sent to colleges and universities. The help of the local citizens and community groups should be sought.

II. Campus recruitment of home economics, institutional management, and food and nutrition graduates of colleges, in the spring, summer and fall. This should include cooperating with placement offices.

III. Special recruitment efforts in school districts where great difficulty is experienced in obtaining qualified personnel. The program could include retraining college graduates now serving in other fields and recruiting present homemakers who are college graduates and interested in becoming food service supervisory personnel.

If recruitment is to produce a choice of individuals who are professional in outlook and training, it seems reasonable that the administrator should recruit qualified personnel

wherever possible and place greater reliance on college and university placement than is now the case.

2. Selection policies for the food service supervisory staff should be comparable to those used in selecting teachers.

The selection of a competent staff is a prerequisite to a sound educational program. With the enlarged scope of the supervisory food service during recent years, it is important that selection for these positions be based on carefully developed policies that will result in the appointment of well qualified persons.

The board of education should be limited in its selection of food service supervisory personnel to the formation of broad policies, leaving the actual selection and nomination of individuals to the superintendent. Subject to his approval, the superintendent may delegate the authority to select supervisors and managers to the director of food service. Food service supervisory personnel should be subject to the same standards of qualifying examinations that are applicable to the teachers of that district.

3. Remuneration should be commensurate with the qualifications required and the responsibilities imposed.

The raising of standards and of pay is a complementary process. Improving the pay of the food service supervisory staff will help to raise the level of their professional qualifications. The task of establishing an

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*This article is based upon a doctoral study conducted by Dr. McGeever at Teachers College, Columbia University, under the sponsorship of the department of educational administration.

THAT more high school students are marrying is a fact. That administrators look upon such unions with something less than a propitious eye is also factual.

Young marrieds are entitled to a high school education, but administrators are less than enthusiastic about the possible ill effects of mixing conubial bliss with the high school curriculum. Four years ago *The Nation's Schools* asked superintendents where they stood on allowing married teenagers to remain in high school (*The Nation's Schools*, November 1956). Only 15 per cent would have barred husbands and wives. This month, with the same question posed, the percentage had grown to 25. In 1956, 78 per cent would have tolerated, if not welcomed, married students. Today only 63 per cent are so inclined.

The question to be carefully weighed, it would appear, is which is the lesser evil: permitting married students to remain in high school and chancing ill effects on single classmates, perhaps encouraging more early marriages, or depriving young marrieds of secondary schooling?

The consensus? Read on.

One group of respondents argued that married teen-agers simply do not

Married High School Students Get Cooler Administrative Welcome

"belong" in high school. "Marriage is an adult function. If teen-agers marry, they should take adult responsibilities — leave school and give full time to their marriage," said a New Yorker.

Mixing married teen-agers with single students is unwholesome, others contend. An Alaska schoolman wrote: "Newly married students are not a good influence on other pupils. They often speak too freely of their sexual relations and discuss marital matters that younger persons should not hear."

"Coming back as adults a few years later is a different matter," he added, "as their closeness to other pupils has been broken, and marriage is no longer a novelty to them."

A superintendent from Oklahoma found that "married students often feel that they need not comply with attendance regulations."

"By allowing students to remain in school after marriage, I believe that

other students will assume that the school sanctions early marriages," stated an Arizona administrator. "Consequently, there should be provisions for night school, correspondence courses, or some other means for the students to finish high school, if they so desire, without having to attend regular classes."

Some agreed that married students should obtain the equivalent of a high school education outside the school proper. But a superintendent from Indiana contends that small communities may not be able to provide such education programs, and in that case, he believes that "the student's attitude and regard for the educational process should decide" about school attendance after marriage.

Exclusion Discourages Marriage

Requiring students who marry to drop out of school will discourage others who might be considering it, another group maintains. "I think if we forbid married teen-agers to attend school, the fad will soon die out. Anyway, too many teen-age marriages fail," a North Dakota official commented.

Seven per cent of the respondents believe that the husband only should be allowed to attend high school. A Minnesota schoolman said: "Husbands should be permitted to complete high school since it assists them in obtaining future employment."

The majority of administrators still believe that both the husband and wife should be permitted to remain in school after marriage. A New Yorker reasoned: "Apparently we are approaching a cultural change in the direction of younger marriages. Education is getting longer. The two must merge because both marriage and education are generally considered to be desirable things."

"Students who do, or must, marry should not be denied the privilege of completing their education," stated a schoolman from Wyoming.

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OPINION POLL FINDINGS:

1. Should high school students be permitted to remain in school after they marry?

Both husband and wife	63%	Husband only	7%
Wife only	2%	Neither	25%
No opinion 3%			
2. Should husband and wife be allowed to attend the same classes?

Yes	53%	No	34%
No opinion 13%			
3. Should married students be separated from single classmates at lunchtime?

Yes	14%	No	70%
No opinion 16%			

in extracurricular activities?			
Yes	39%	No	47%
No opinion 14%			
4. Should married students be granted a leave of absence for personal adjustment or honeymoon?

Yes	21%	No	65%
No opinion 14%			
5. Should pregnant wives be suspended or expelled?

Suspended temporarily?			
Yes	62%	No	20%
No opinion 18%			
Expelled?			
Yes	22%	No	66%
No opinion 12%			

Based on a 4 per cent proportional sampling of 16,000 school administrators in continental United States, this survey brought a 53 per cent response.

Southerners Seek To Stretch

ARTHUR H. RICE

IN AN atmosphere tingling with education, the Southeastern Association of School Business Officials held its ninth and largest annual conference at Jackson, Miss., April 6 through 8. The 160 business officials (and guests) from 10 southeastern states studied ways of getting more for the school tax dollar in an environment that constantly reminded them of the need for more school revenues. Meeting in the same hotel was the Mississippi State Congress of Parents and Teachers, seeking quality in education. Also guests in the hotel were high school students participating in choral music contests. A few blocks away the state's lawmakers were voting a blanket salary raise for school teachers. At the same time the legislature was reaffirming its determination to keep Mississippi the only "dry" state in the union — in theory, at least.

One of the most controversial issues in school business administration today was faced squarely by the principal speaker at the business session, Herschel S. Brannen, business manager of the Independent School District of Houston. Mr. Brannen is president-elect of the international organization, the Association of School Business Officials of the United States and Canada.

The debated question is whether the school business manager (and also some of his specialists, such as the manager of the school lunch or pupil transportation) should meet certain standards of

qualification and prescribed training before being eligible for public school employment. Primarily, the question is whether the school manager should meet state certification requirements.

"Certification," said Mr. Brannen, "is something that we are and should be pointing to, but it is my personal opinion that it is going to be a long drag. It will come after those people who have given long years of service have served their time and moved on."

The Houston business manager reminded his fellow workers that they must constantly keep in mind the purpose and the product of the school. "Without the child," he said, "we wouldn't need the business official."

At all times, we should display business statesmanship, Mr. Brannen said. He then described the four elements of this statesmanship: (1) effective planning, (2) permissive ingenuity, (3) more effective organization, and (4) high standards.

When asked for his evaluation of the conference, Fred W. McEwen, president of S.A.S.B.O. and business manager of Jackson public schools, replied: "I'm satisfied. Its success, as is true in many programs, resulted from the willingness of its membership to assume responsibility for making it a good program.

"Our program also demonstrated that it is not necessary for a conference to be held in a famous resort town in order to attract attendants."

Paul L. Franklin, secretary-treasurer of S.A.S.B.O. and business manager for the schools of Meridian, Miss., reported a new high record for membership, with 109 paid members and four honorary life memberships.

After receiving invitations from several cities, the board of directors voted to hold the conference in 1962 in Nashville, Tenn. As usual, the meeting will take place in either the second or third week in April.

Next year, the association will meet early in April in Richmond, Va., home city of its new president, Henry M. Eubank.

L. O. Calhoun, director of business affairs for the Duval County schools, Florida, was named president-elect. Succeeding him as vice president is Paul L. Franklin. Filling the secretary-treasurer post left vacant by Mr. Franklin is Kenneth W. Tidwell, supervisor, state department of education, Nashville, Tenn.

Elected as directors for two-year terms are: Mrs. Lillian Quattlebaum, Birmingham, Ala.; Charles D. Stout, Louisville, Ky.; Frank Francis, Monroe, La.; Lester A. Smith, Durham, N.C.; Raymond H. Hughey, Greenville, S.C. Guy W. Potts, Chattanooga, Tenn., was elected for one year to fill the vacancy left by the election of Kenneth W. Tidwell as secretary-treasurer.

Directors continuing another year are: W. J. Minton, Fort Lauderdale, Fla.; W. E. Campbell, Norfolk, Va.; Robert N.

NEW OFFICERS are (l. to r.): Kenneth W. Tidwell, secretary-treasurer; Paul L. Franklin, vice president; Henry M. Eubank, president; L. O. Calhoun, president-elect, and Fred W. McEwen, immediate past president.



HERSCHEL S. BRANNEN, president-elect of the international association, spoke.



School Dollars

Walters, Laurel, Miss.; Nathan M. Patterson, Columbus, Ga.

Fred McEwen continues on the executive committee as past president.

Appreciation was expressed to The NATION'S SCHOOLS, both in official resolutions and by the president-elect of A.S.B.O., for its editorial interest in the problems of school business officials and for its coverage of both the A.S.B.O. and S.A.S.B.O. annual programs.

The following highlights of addresses heard at the conference were compiled by LEO E. BUEHRING from the 18 papers that were available to the press:

FINANCING AND ACCOUNTING sessions heard discussions of school foundation programs, state review of local budgets, and state audits.

Kenneth W. Tidwell, Nashville, Tenn., traced the history of state aid. A sound minimum foundation program, he mentioned, would provide such values as the following:

1. Require each school administrative unit (or some combination thereof) to make the same minimum local effort toward financing the program.

2. Provide for each administrative unit on an objective basis: the difference between the local funds available from the required uniform minimum tax effort and the actual cost of the minimum foundation program.

(Continued on Next Page)



One of eight 'round tables' (purchasing and warehousing).



One of the luncheons (Louisiana).



Preconference informal reception.

BUS TOUR of new school buildings in Jackson, Miss., is conducted by President Fred W. McEwen. Herschel S. Brannen and Norman J. Aaron enjoy front seat view.



BEARDED OFFICIALS from Meridian, Miss., were growing their crop of whiskers for their city's centennial, May 8 to 14. Can you identify them?

3. Permit citizens of each local school system to vote and levy on themselves any further taxes they consider necessary to provide *additional* or better educational services and facilities than those provided by the program.

4. Encourage the involvement of representative citizens (educators, as well as lay workers) in the study of services and facilities deemed essential for a reasonably adequate program of education and the cost and methods of financing such a program.

5. Provide for the systematic, periodic evaluation of the program.

Budget Procedures. Procedures followed in Louisiana in preparing local school budgets and getting them approved at the state level were described in a paper prepared by George B. Benton Jr., director of finance, Louisiana State Department of Education, Baton Rouge. In his absence, the report was read by Milton Hall, assistant superintendent of the Quachita parish school system, Monroe.

Mr. Benton's paper told how the 64 parishes and three city school systems of Louisiana adopt a budget during the month of August for the ensuing year. Since 68 per cent of the revenue is derived from the state level, work on the budget begins after the local school system receives from the state superintendent of education details of the major contributions made available by the legislature on a parish-by-parish basis.

With this information on hand, the superintendent, who is secretary-treasurer of the board of education, and his staff prepare the budget, for board approval. The budget then is forwarded to the state budget committee, consisting of the governor, state superintendent of education, and the treasurer. Traditionally the committee follows the recommendations of the state department of education.

Louisiana is one of the 18 states that provides state audits of school systems. The state supervisor of public funds must examine the school systems' books once every year as a minimum. He also is responsible for installing a system of accounting in every school.

Financing and accounting problems also were explored at a second discussion meeting. Three speakers dealt with budget planning, budget allocations, and expenditure controls.

Budget Planning. A. C. Hutson Jr., school business manager, Knoxville, Tenn., presented a comprehensive paper on the planning, preparing and presenting of the school budget. Mr. Hutson, who was the first president of S.A.S.B.O. and is past president of the Association of School Business Officials, described

the school budget as a keystone of financial management and a method of translating a set of educational aims into a flesh and blood program of instruction.

Under the planning section of his paper, Mr. Hutson remarked that the counting of available dollars, which the school system may anticipate during the fiscal year, often becomes the first step in the planning process. Although such practice may be dictated as a method of convenience, it sadly overlooks the advantages to be gained from a longer-range planning process. There always is the possibility of obtaining more funds when a well planned budget program is presented which the public can understand, endorse and support, according to Mr. Hutson.

Proper presentation of an annual report was stressed. Months of effort will be lost and the school program reserves will be set back unless the program and the budget are "sold" properly to the approving body, which ultimately is the paying public, Mr. Hutson said.

Expenditure Control. Albert L. Livingston, chief accountant, Fulton County Board of Education, Georgia, said that controls over expenditures are easier to maintain by means of a budget. The Fulton County School System's budget method, which, he said, has served well for 30 years, was described:

Operation is on a cash, rather than an accrual basis. Invoices must be approved by the official responsible, the same as the original purchases. Emergency expenditures, subject to board approval, are covered by the "cushion" in the budget represented mostly by the anticipated cash balance at the end of the year.

General revision of the budget is made at midpoint of the fiscal year, December 31. Shifts between revenue estimates are entered in an "adjustment" column and the ultimate net budget changes accumulated on the receipts section of the budget.

Expenditures which at midyear are "headed for the moon" are brought down to earth again. Budget revisions are made only after conferences between the higher echelon and the department heads. This is a more satisfactory way than having a supreme authority blue-pencil the budget figures, the chief accountant believes.

Mr. Livingston reminded the Southeastern business officials that budget accounting should not be used as a limitation or lever to prevent proper expenditures for education. Budget accounting has served its purpose adequately only when it provides a means of accomplishing the goals of this school, namely, the education of the children.

Budget Allocations. Lawson B. Arrington, chief accountant, Shreveport, La., described the allocation system of budget funds as practiced in the Caddo parish school district of 63 school units, serving approximately 48,000 students.

He outlined in detail the Caddo system of making purchases against school allotments. Procedures involve: careful determination of instructional needs, quantity purchases using specifications and open market bidding procedures, adequate internal accounting control, and constant reappraisal of both the instructional division and accounting department to ensure reasonable flexibility at a high degree of efficiency. He reported that the purchase of materials in this manner has resulted in savings approximating 25 per cent, and in many instances as high as 50 per cent.

Data Processing. In a second discussion session on financing and accounting, Annie Seay Owen, treasurer-controller of the Mobile (Ala.) Board of School Commissioners, traced the steps that led to the installation of electronic processing equipment in the Mobile school system during the summer of 1959.

Beginning with the training of school employes (rather than bringing in a trained machine supervisor), the many problems involved are being met and solved step by step.

The speaker made these suggestions: It is best to concentrate on perfecting one procedure at a time. To offset the frustration of employes working with electronic equipment for the first time, a gradual installation of the various processes will be best for all concerned. It is extremely important that employes affected by the change should have the opportunity to understand and help work out problems involved in the change. By seeing the benefits derived from perfecting a given process, they are encouraged to put forth the special effort required to make the next process a success.

The most encouraging aspect of electronic operation, she said, is that with data processing equipment it is possible to continue to expand services in keeping with growing enrollments; it is not a stopgap measure that will solve only immediate problems.

INSURANCE programs of four different school systems were described in one of the discussion sessions. Three of the speakers advised school boards to place insurance through an insurance advisory committee, while the fourth stressed the benefits of buying through a "broker of record."

Insurance Advisory Committee. Henry M. Eubank reported that previous to the
(Continued on Page 111)

World's Largest Teacher Credit Union Serves Detroit Area

THE institution that has been unsurpassed in its "personal effect upon the educational system" of a great city was born in a breakfast nook and was operated during its first four years from a one-box file, business being transacted over a dining room table.

In that house, however, the Detroit Teachers Credit Union, founded in 1926, had, before 1930, passed the quarter million dollar mark in assets. When assets mounted to one-third million in 1931, the credit union moved into the front study on the first floor of the Calvert Street home of J. C. Howell, its first executive manager. In 1936 a third room was taken in the basement. Within two years a million dollars in assets were realized. By 1938, they had climbed to \$2 million.

The credit union expanded so rapidly that in 1952 its assets exceeded \$15 million, and its offices had spilled over into 11 rooms of the Howell house. Before 1956 had ended, the union, in another surge of growth, burst into the entire house — all 22 rooms. A credit department and a mortgage department were added. The staff was expanded to 40 employees, including a full-time assistant treasurer.

In January 1957, the credit union moved into a building designed and built for its own use. During the dedication ceremonies, Clarence B. Hilberry, president of Wayne State University, remarked: "I doubt whether any other institution has had a greater personal effect upon the educational system of Detroit."

Today the largest of its kind, this teachers credit union, with assets at \$24 million, serves the employees and annuitants of the Detroit public schools, as well as neighboring districts and local institutions of higher learning.

— Information supplied by OTIS CROSBY.



Photos by Benyas-Kaufman photographers, Detroit.

PRIVATE COUNSELING and business transactions (top) are conducted in these new offices of the Detroit Teachers Credit Union. . . . **FRONT OFFICE** (center) of the new building shows the modern equipment used today, a great change from the one-box file and dining room table used in the union's transactions 34 years ago. **WORLD'S LARGEST** teachers credit union in Detroit (bottom) now totals \$24 million in assets and serves employees and annuitants of several school systems from this new building.

CHALK DUST

ABOUT SCHOOL BOARDS

WHAT SHOULD be the optimum size of a school board? How much is too many?

There is no single answer to school board size because boards are virtually never optimum and occasionally they get too big for their weskits. Some superintendents, however, believe that the most effective school board has no more than three members including one in poor health, one addicted to foreign travel, and one with no children to speak of. Such a delightful possibility, they agree, is not entirely realistic.

A board of five members is probably more wieldy. It is quick and easy to convene for the crisis of which there is sure to be a plethora in any well run school district. The members may be quoromed by carrier pigeon, wigwag, or smoke signals without having to resort to party line telephones or newspaper notices, which can build an innocent crisis into a calamity. When the pigeon communication is employed, there is always hope that some of them (the birds, that is) will get lost in the community fog.

Some administrators believe that more than five board members are too many, but unfortunately, because of expanding districts and compact automobiles, the trend is toward greater participation. There is a growing tendency to elect from nine to 15 boarders, depending upon geographical distribution, nuisance value, and the law of diminishing returns.

In recent times, many school boards have been augmented and argumented to a point of no return by citizens' committees and other self-elected fact finders, some of whom can't even find their portfolios.

Whenever there is community unrest (a well known phenomenon in all communities) these unofficial groups stand ready to take over the duties of the regular board. Pessimistic administrators claim that these groups, which they jokingly refer to as "Privy Councillors," are not as bad as they appear.

A few communities elect board members without limit and commentators without comment. In small communities with less than 2000 population, the membership on advisory committees has been known to rise as high as 2007 including

several retired members from the submarine service.

"The tendency toward bigger boards is a healthy democratic development," writes one ill advised superintendent cleverly paraphrasing Catalino, the old Roman dictator, who said, "There is always safety in numbers."

I DO SO DECLARE

CRITICS, who assert that the New York State Regents Examinations are without validity because they test for facts only, may be confounded by recent questions that seem to test for attitudes, ingenuity, creativity, originality and desperation.

Asked to identify Boris Pasternak, one student described him as "the discoverer of pasturization." Another alert young writer wrote feelingly of "the people bearing the grunt of heavy taxation."

The most accurate answer, however, may have come from a historically sensitive youth who was asked to name two important sports of the ancient world: "Anthony and Cleopatra," he replied.

PARENTAL VISITATIONS

ONE of the toughest problems for school administrators is the encouragement of parent-teacher conferences without getting caught in the middle. It is an ancient dilemma which probably began when Mother Eve was raising Cain and felt that the teacher didn't understand why. The problem is seldom solved by such kind organizations as the P.T.A., which sometimes has too many meetings where teachers won't come if there isn't a roll call and parents won't show if there is.

Hats off, then, to the Jefferson City schools, which have attempted to resolve the painful parent-teacher imbroglio by outlining an eight-point program for friendly discussions. Here is the program (abbreviated) with practical comments on its workability in the hope that it will assist the unfortunate teacher or parent, depending on who is which.

1. Begin on a friendly note. Comment: The teachers should smile, grin or giggle (no grimaces, please) as circumstances warrant. Wedge the parent in an undersized desk with the light shining directly in his, or more often her, face.

2. Let the parent talk. Research indicates that teachers talk too much, but without any encouragement the parent is anxious to do the same because that is why he or she came. The teacher should divide talk-time equally and attempt to keep conversation on a high plane. (The weather is a fairly safe topic, sometimes.)

3. Don't pass judgment. Ex officio, teachers are usually judgment passing characters, whereas in times of stress, they should clam up but good! Taking the fifth, however, is not advisable except under extreme duress.

4. Be positive and constructive. The teacher should remember that there is *some good* in every child and the same is probably true of every parent. When a parent says, "Let's be frank," it is usually a negative reaction, and the teacher should develop deaf-and-dumbness or resort to the wigwag system of communication.

5. Use anecdotal records. Anecdotal records are always helpful in confusing the issues and lengthening the interview. Most parents probably could raise the teacher's blood pressure and increase the supply of anecdotal records by contributing a few of their own leftovers.

6. Suggest better study habits. This suggestion is always good for a merry laugh by both teacher and parent, and is bound to inject a sour note of humor in the meeting.

7. Provide for future conferences; leave the door open. The first part of the suggestion is agreeable, but the second is imperative. The open door is psychologically sound. After the interview it can always be slammed and thus help to relieve tension.

8. Close on a friendly note. Comment: This is not impossible but sometimes awfully difficult.

McGILLICUDDY SAYS

As good old Supt. McGillicuddy used to remark after an exhausting session with his school board: "A school teacher is one who makes education happen; a college professor is one who watches education happen; but a school superintendent is the one to whom education happens whether he is watching or not."





FIG. 1. Large classroom is created by folding partition in Sarasota County schools, Florida. Bolton McBryde and West and Waters were associated architects for the project. Photo by Philip H. Hiss.

SCHOOLHOUSE PLANNING

TEACHING TEAMS and other forms of school reorganization are attracting widespread attention, and in recent months a surprisingly large number of communities have taken steps toward launching such programs. In *The NATION'S SCHOOLS* for May, I described several pioneer ventures in team teaching. I pointed out that this pattern of school organization is extremely complicated and has not yet been well demonstrated or evaluated with the necessary care and rigor. Because team teaching has a certain logical appeal and, at least in the present climate, an arresting glamour, there is now a real danger that some enterprising administrators will jump on the team teaching bandwagon to the ultimate sorrow of the profession. In this article Mr. Mitchell and I discuss some of the architectural implications of team teaching and other organizational changes that are now under examination. A third article, to appear soon, will review some of the problems of curriculum and instruction that relate to these topics.—R. H. Anderson

Team Teaching, New Learning Concepts Demand Changes in School Plant Design

ROBERT H. ANDERSON

DONALD P. MITCHELL

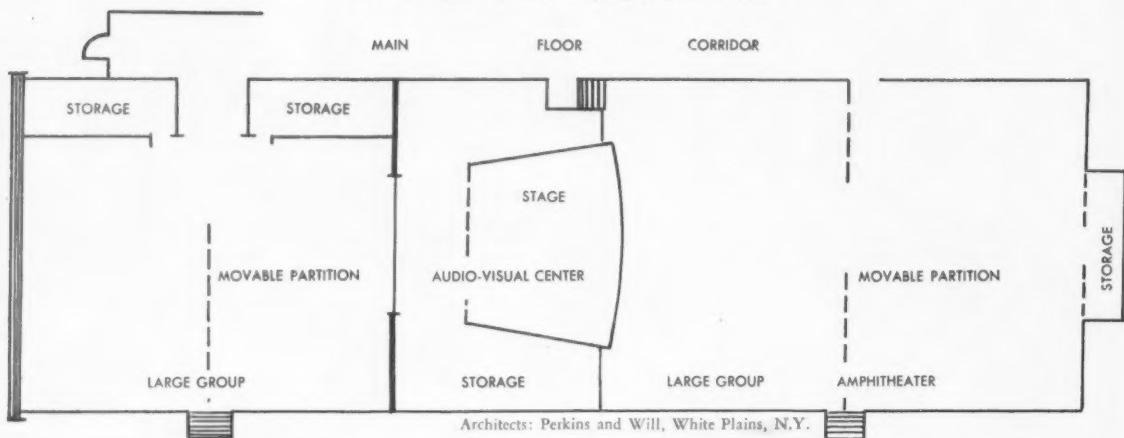
ALMOST every day in one community or another, school officials and architects are entering into contracts for the planning and construction of new school buildings that could be obsolete or at least unsuitable even before they are completed.

The current nationwide excitement over promising new approaches to school organization seems more than a passing fancy, although its implications for school curriculums and for architecture are altogether unclear at this stage of development and re-

search. The typical school staff therefore is confronted with an enormous problem as it attempts to establish educational specifications for the buildings that cannot wait until research workers gather their data.

No one these days doubts that the population will continue to "explode," or that thousands of existing buildings will have to be rebuilt or replaced, or that tens of thousands of new schools will be added in the next 25 or 30 years. It seems reasonable that up to 60 per cent of all the buildings to be

FIG. 2. Portion of school in Greenwich, Conn., is planned for large-group instruction.



in use by 1985 will be built after 1960. What a terrible loss it would be to our nation if a substantial proportion of these newer buildings were planned without regard to the educational experimentation under way!

Of the major frontiers now being explored, one involves new or accentuated developments in instructional equipment and teaching procedures. A second, as developed in a previous article,¹ has to do with the structural reorganization of the schools, major examples being the adoption of nongraded classes and the alignment of teachers into instructional teams. A third frontier is in the use of clerical aides, teachers' assistants, and other kinds of subprofessional or paraprofessional workers to supplement and support the professional teaching staff.

Some of these mechanisms or developments have little or no direct implications for building design or fixed equipment. Nongraded school organization, for example, does not in itself require changes in the physical environment so long as the idea of self-contained classrooms remains valid in the minds of the staff. Language laboratories, as such, seem not to require unconventional space arrangements in most instances. Some plans for nonprofessional aides assume no changes in class sizes or working arrangements, while others may require working spaces and teaching stations

of a sort not usually found in conventional schools.

The majority of the new developments in pupil grouping and in instructional materials have major implications for building design and equipment. Most plans involve varying sizes of class groups, and immediately the conventional school layout is unsuited to such variation. The two extreme grouping possibilities, large class instruction on the one hand and individual or independent study on the other, require uncommon space arrangements and uncommon equipment if there is to be a proper teaching-learning situation.

The new mechanical devices (TV, other equipment for sound or picture transmission, teaching machines) call for space to be used by children, storage space, and space for staff preparation of materials. Team arrangements imply that there will be working headquarters for team members, as well as resource centers (e.g. centralized or decentralized library) for children.

While these are but some of the factors to be taken into consideration as new schools are planned, they illustrate the fact that *space requirements in future schools will differ greatly from conventional definitions*. They will also vary from place to place, depending upon policies and practices that are developed. This puts architects and school officials in a position where, lacking a crystal ball, they seek to provide some flexi-

bility that will allow a variety of activities to take place.

For many administrators and architects, the motto of the day appears to be "In Flexibility We Trust." In a sense, flexibility is considered the salvation of building planners who are wavering between several alternative kinds of school organization, or whose educational program planning is at an uncertain stage. However, the concept of flexibility is one that has been too little examined in the literature of school administration. As many a superintendent has discovered after building a so-called "multipurpose room," flexibility is not always an unmixed blessing.

Flexibility can best be examined in terms of the time dimension, or specifically the length of time that is required to convert a space from one size, shape and purpose to another. There appear to be three levels of flexibility, as related to time, in the planning of school buildings.

Instantaneous Flexibility

Level I is *instantaneous flexibility*, wherein certain spaces are subdivisible on a moment's notice through the movement of unfixed walls or dividers. Several buildings in Sarasota County, Florida, designed to accommodate the Englewood Project² include nests of adjoining classrooms of 750 square feet, 1000 square feet,

¹Anderson, Robert H.: Team Teaching in Action, *The Nation's Schools* 65:62 (May) 1960.

²Anderson, Robert H.: Op. cit. and *Elementary School Journal*, (October) 1958, 59:3-13.

and 1500 square feet in size. Sound-resistant partitions between the 750 and 1000 square foot rooms allow their combination into rooms of 1500 and 2000 square feet respectively (Fig. 1). Thus it is possible to obtain class spaces in four different sizes, at will on a moment's notice. The large-group instruction areas of the proposed Dundee School in Greenwich, Conn., are also based primarily upon the general concept of instantaneous flexibility. This school, which is expected to be constructed by September 1961, was designed to accommodate a new team-teaching program in Greenwich (Fig. 2).

Instantaneous flexibility has many advantages that are apparent in the foregoing illustrations. It should be remembered that these advantages are purchased through certain deliberate sacrifices. Despite the progress that has been made in acoustical materials and arrangements, most of the instantly movable walls or dividers transmit a certain degree of unwanted noise. Effective ventilation of varied size areas for varied size groups utilizing the space in different ways has yet to be solved perfectly. Furniture, equipment and most kinds of wall mountings cannot be located on or near dividers,

whereas they can be located on or near permanent walls. And there remains the possibility that, after the novelty of conversion arrangements has worn off, the program may fall into a relatively fixed pattern with little, if any, use of the sometimes costly feature of rapid convertibility.

Movable Dividers

Level II in the three stages of flexibility might be termed the "week-end type." Under this approach, modular cabinets that have been bolted together (or other types of dividers of a semipermanent nature) serve as a wall or partition. When larger spaces are required, the partitions may be removed in a day or two (e.g. over a week end) by custodians or other maintenance personnel within the school system. Because the dividers in such cases are of heavier material, the major acoustical problems can be lessened, although probably not eliminated.

An example of a school with "week-end flexibility" is to be found in Region No. 8, Connecticut. In the junior and senior high school, classrooms are arranged in clusters of six units. All of the divisions except two between classrooms are made up of 4 foot interchangeable cabinets.

These cabinets are of different types and can be bolted together (Fig. 3).

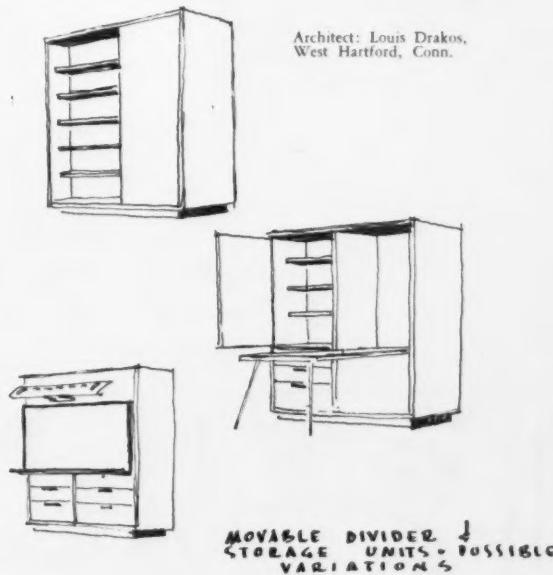
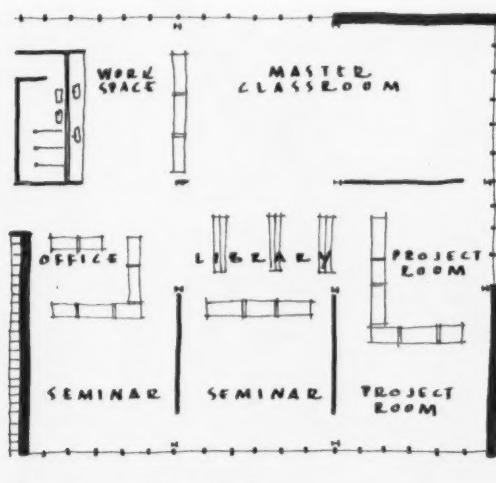
Level III flexibility is a type that has been in common use since the 1920's. It involves the avoidance of unnecessary load bearing walls or partitions in original construction, so that walls can later be removed or relocated without damage to the building's structure. The architect attempts to place no inhibiting structural or service units (such as electrical conduit or ventilating ducts) in the nonload bearing walls, so that it will be easier for technicians to remove the walls at a later date. The magnitude and the cost of the removal job makes this the most expensive way of achieving "flexibility" in space utilization, and possibly, for this reason, it is rare to find examples where original walls have been changed around.

Three Reasons

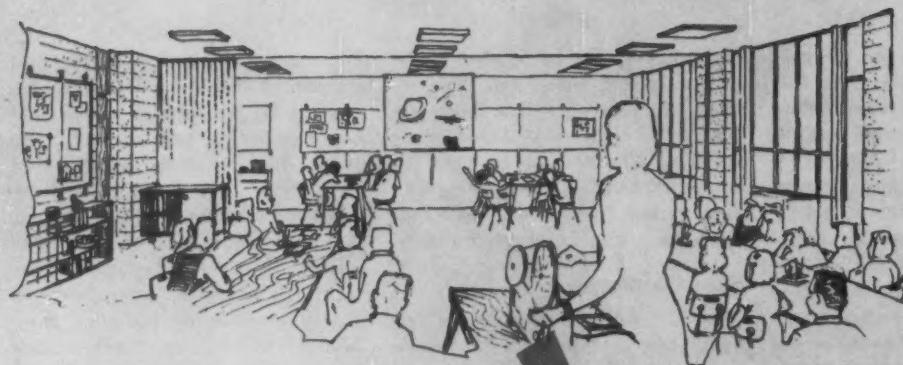
The emergence of team teaching, and of other grouping plans that assume variable class sizes and conditions, has aggravated the problem of flexibility. There are three reasons for desiring flexibility in schools that are to house team teaching programs:

1. Conventional size spaces that
(Text Continued on Page 80)

FIG. 3. Sketched is a classroom cluster in Hebron, Conn., showing use of movable dividers in lieu of walls.



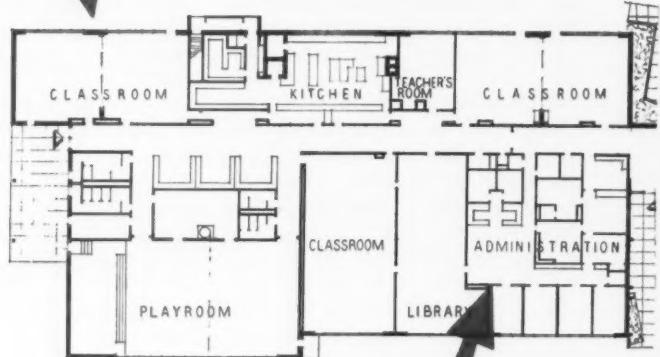
Architect: Louis Drakos,
West Hartford, Conn.



TYPE B large group instruction room has flat floors, tables and chairs for 80 students.

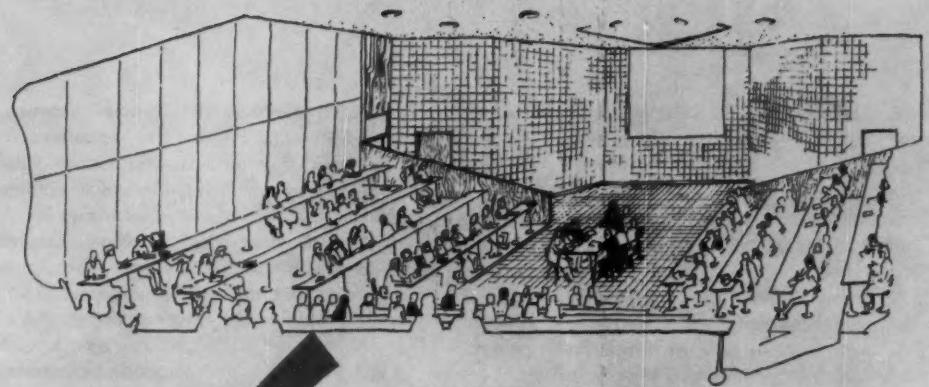
TEAM CENTER provides headquarters for teams and furnishes working area.

FIG. 4. Floor plan shows elementary school, Grove Street, Lexington, Mass. Arrows point to specialized areas for large group instruction.

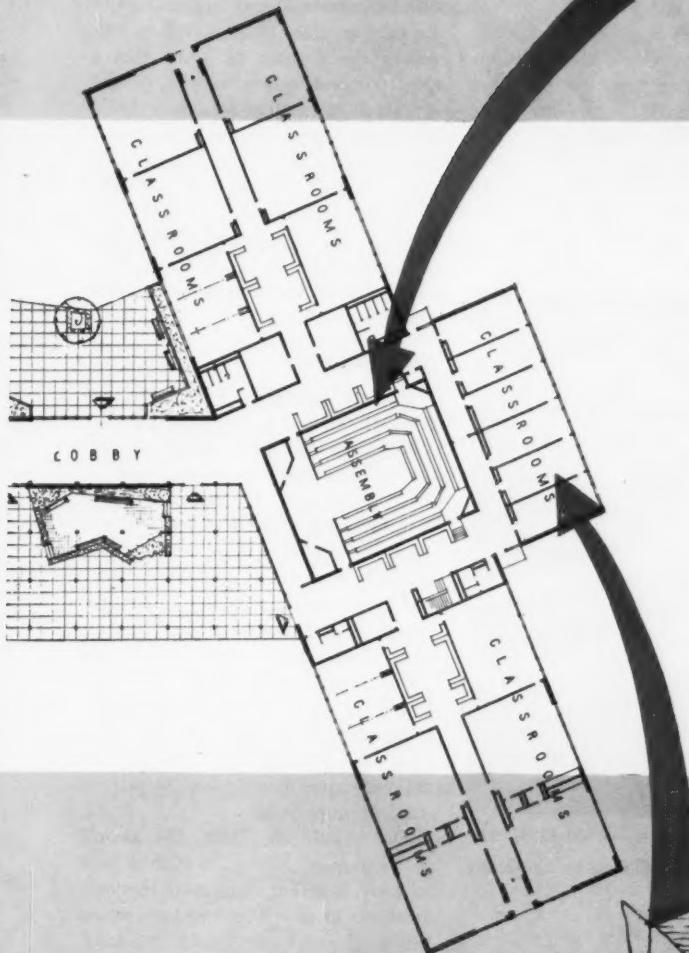


Architects: Clinch, Crimp, Brown and Farmer, Boston.

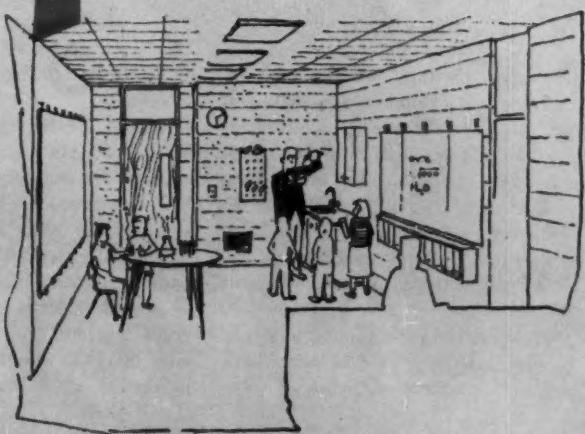




TYPE A large group instruction room has tiered floors and fixed tables; it is used for lecture, demonstration.



TYPE C small group instruction room will be kindergarten; it is isolated on plan for school.



are adaptable to both large group and small group instruction are needed.

2. Uncertainty as to the future characteristics of team operations requires further maneuverability of space layouts.

3. Some communities, hesitant to commit themselves permanently to the team teaching pattern, insist that it be possible at minimum expense to return to the conventional egg-crate arrangement. In this case, it is obvious that the people want to be able to have their cake and eat it, too.

Buildings designed for the conventional program of "cells and bells," operative in most of today's schools, represent an unsuitable environment

would be to build each school so that it can accommodate both the conventional cells and bells program and the nonconventional program being developed. However, the total space requirements of the "we want both" solution would result in such increased building costs that it would probably be unacceptable to the taxpayers.

Kill Both Birds

The challenge would therefore appear to be clear: *Construct a school building that will house both types of programs with a minimum of impediments to learning in either type; and do this within a square-footage allocation that is as close as possible*

pioneer venture in team teaching and in unconventional building design, the Carson City program has already made a notable contribution to the field (Fig. 5).

Since the method of computing space requirements for team teaching is somewhat different from the usual secondary or elementary school calculation procedure, it may be advisable to include a brief explanation of the process. Basically, it involves estimating the number of hours that a given student group spends in the various parts of the school in a week. After estimating (by the usual means) the probable time spent in subject areas (English, science, and so forth) a further estimate has to be made based on the experience, if any, that the community has had in handling large group instruction and small group instruction.

Calculate First

If there has been little or no experience, which is the case in most school districts, then some calculation must be made as to readiness for such instruction. If the community is undergoing a rapid increase in enrollments, there is more elbow room available for planning transition from the cells and bells to the varied-size group type of program. The planning of Wayland High School,³ which will open in September 1960, illustrates this point. The table and other recommendations prepared for school officials at Wayland, Mass., by the educational consultants⁴ are shown in Table 1 on page 82.

On March 28, 1960, the people of Lexington, Mass., through a vote in town meeting, approved the construction of a new elementary school building to house team teaching. Here the planners were guided by specifications growing out of the Franklin School Project, probably the most advanced in-process team teaching situation at the elementary level in the country. In this project, there was a distinct difference in the type of large group instruction to be an-



Architects: Louis C. Kingscott and Associates, Kalamazoo, Mich.

FIG. 5. Typical classroom cluster in Carson City, Mich., eliminates partitions.

for team teaching experimentation. In Lexington's Franklin School, which has an entirely conventional floor plan, the standard size rooms tend to discourage grouping for more than or less than 30 pupils. The absence of spaces really appropriate for large groups and for very small groups has inhibited research and development in these respects.

Probably the best solution to school building planning at this stage, from a purely educational point of view,

to the square footage in conventional schools.

Several years ago Carson City, Mich., cast out this flexibility bogey entirely, by building clusters of several classrooms with a central core and with no walls separating the instructional spaces. The elimination of partition barriers has, in the judgment of school officials, facilitated multi-grade teaching, pupil movement from one level to another, and greater utilization of teacher talent. As a

³Anderson, Edward and Harkness, John C.: Planned Variability in High School Design, *The Nation's Schools* 65:83 (April) 1960.

⁴Kargman, Mitchell & Sargent: Educational Specifications, Wayland High School, May 1, 1958. Pp. 11.

ticipated from that suggested in Wayland.

In the Grove Street School, it is expected that the middle level and upper level teams (to be named Delta and Kappa) will spend twice as many hours in groups of 75 or 80 pupils as in groups of 150 or more. The team composed of early primary students (Phi) will have fewer such lessons. The specifications stated the need as follows:⁵ (Fig. 4)

Academic Instructional Areas			
Type	Maximum Group	Number Required	Square Feet
A	150	1	2700
B	75	3	1800
C	(30-45)*	2	1200
D	35	8	900
E	15	12	300

* Eventually to be used for kindergarten.

Type A. Tiered with fixed tables. Proper sight, acoustical and ventilation conditions for motion pictures, TV, lecture and demonstration. Located and equipped for major use by Delta and Kappa, minor use by Phi.

Type B. Flat floored. Tables and chairs for 80. Sink and storage for art and other lab and project type work. Adjacent to library and kitchen. Two of the three will be divisible into 900 square foot units by folding partitions.

Type C. Initially planned as six noisy areas of 400 square feet. Walls will be removable when kindergarten program is instituted in Lexington, but present acoustic demands are difficult because of hammering, sawing and so

⁵Kargman, Mitchell & Sargent: Educational Specifications, Grove Street School, Aug. 6, 1959.

forth. Storage for projects is needed. For initial and potential requirements these two rooms should be isolated from the rest of the building but accessible for use mainly by Delta and Kappa.

Type D. Planned as conventional primary rooms with sinks and the like; six of these rooms will be used mainly by Phi team with the remaining two available to Delta and Kappa at the outset.

Type E. Planned in groups of three to make four 900 square foot rooms divisible by movable partitions into 12 small group discussion rooms. It is not expected that these small rooms will be used for pounding or singing so as to interfere with others. The principal users of these rooms will be Delta and Kappa.

Cafeteria. The three 1800 square foot Type B rooms will be located adjacent to the kitchen and will be used for eating. We estimate that one will be used 1½ hours per day (two seatings) for preparation, eating and cleaning up, while two will be used 2½ hours per day (three seatings) for this purpose. This constitutes less than one-fourth of the hours available in the week. As the academic instructional hour requirement of 20 per cent of Delta and Kappa teams' time will utilize these spaces less than one-half of the time, this dual use appears feasible.

Further, usual cafeteria size standards of 12 square feet per pupil imply that less than 1000 square feet of floor space of each of these rooms will be needed for eating, thus leaving 800 square feet for storage, sinks, and the like. The chairs and tables that will be needed for the instructional program anyway and will be in place obviate the need for personnel time to move furniture as is so common in most multi-use areas.⁶

It should be noted that in both the Wayland High School and the Grove Street Elementary School the commitment of 30 per cent of the students' time to large group instruction has been accompanied by a similar commitment of 30 per cent of the students' time for instruction in small group or seminar situations approximating 12 students. This size has been shown to be the most effective in the provision of positive instruction through discussion, a feature often claimed for the regular class size (25 or 30) but with little, if any, foundation.

Implicit in the estimate that 30 per cent of a student's instruction may potentially be in large groups and 30 per cent in small groups (rather than the 40 per cent large group and 60 per cent individual and seminar sizes proposed by Trump⁷) is a number of factors.

Most elementary and secondary teachers, of course, use the textbook as the basic curriculum tool. Before faculty members will be willing to devote significant percentages of their time to nonconventional teaching, they will have to be trained in the development of materials for use in large and small group instruction, in the skills of large group presentation, and in the skills of seminar instruction.

These skills are radically different from those required in the regular

⁶Kargman, Mitchell & Sargent: Op. CIT.
⁷Note that the Wayland High School, contrary to articles that have called it an expression of the "Trump Report," was designed, voted by the town meeting, and out for bid before the appearance of the Trump statement.



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classroom situation. The amount of nonconventional square footage a community is willing to risk (or more positively, invest) should be based upon its estimate of how rapidly its personnel and instructional materials can adapt to the varied-size group approach.

Since major changes in teaching practices and school organization are almost certainly in the offing, the profession must evaluate carefully the few examples available of buildings that are geared to the emerging concepts. The illustrations given in this article are admittedly imperfect in any long-range sense, but they represent the best thinking that has been possible during the infancy stages of team teaching and related ideas. At best these buildings represent forerunners, not prototypes or models, just as existing team operations are at best forerunners of the exemplary programs that hopefully will emerge.

This sober fact reminds us of the dangers inherent in unthinking imitation of these imperfect operations by eager but unprepared communities. As the next article in this series will explain, team teaching must inevitably be accompanied (and in fact plagued) by a full-scale attack upon the whole range of curricular and technological problems (such as the skills requirements mentioned) with which education is confronted.

Any venture in team teaching that is not subsidiary to major efforts in

curriculum upgrading and reform is almost certain to disappoint its protagonists. One might almost cite a parallel with "Deweyism," which, however splendid, has nonetheless suffered much disgrace and repudiation because many of its protagonists both misunderstood and misapplied the philosopher's advice. The great promise of collaborative and flexible approaches to instruction may similarly fail of realization if educators see them as a cheap short cut to the moon. There is no such short cut, as Lexington and Norwalk and a few other research projects have convincingly shown.

Not Too Expensive

Once some of the greatest obstacles have been cleared so that the use of inappropriate buildings as the sites of development is no longer necessary, a model for team teaching should emerge more rapidly. The schools mentioned in this article are urgently needed as testing grounds, as are in fact hundreds more which depart from the inflexible, egg-crate style now common.

It remains doubtful that the newer type schools will be any more expensive than the egg cartons, especially where the schools are of sufficient size to make efficient use of the specialized areas as represented in the Grove Street School. This school and Wayland High School seem to be well within the average

cost range for schools of their type in Massachusetts. However, even if these and future schools were a bit more expensive, they would be well worth the investment. After all, buildings and equipment represent only about 15 per cent of the total costs of operating public schools, with equipment constituting only about a tenth of the 15 per cent figure.

Must Pay the Costs of Progress

When modern industry considers it a valid distribution of expenditure to spend 50 per cent on the structure and 50 per cent on equipment, our present procedures in the schools are even more in question. We can scarcely afford to argue about building costs, aside from the obvious need to avoid waste, as long as we are providing facilities that better serve the national interest.

America's welfare depends largely upon strengthening the public schools, and the schools in turn are dependent upon current efforts to assess best practice. If the development of best practice depends in part upon imaginative architectural creations, let us willingly pay the costs of such progress. Indeed, it is time that the educator stopped apologizing for necessary cost. Why should not the burden of proof fall upon those who advocate inefficient, obsolete, ill equipped, and uneconomical structures? ■

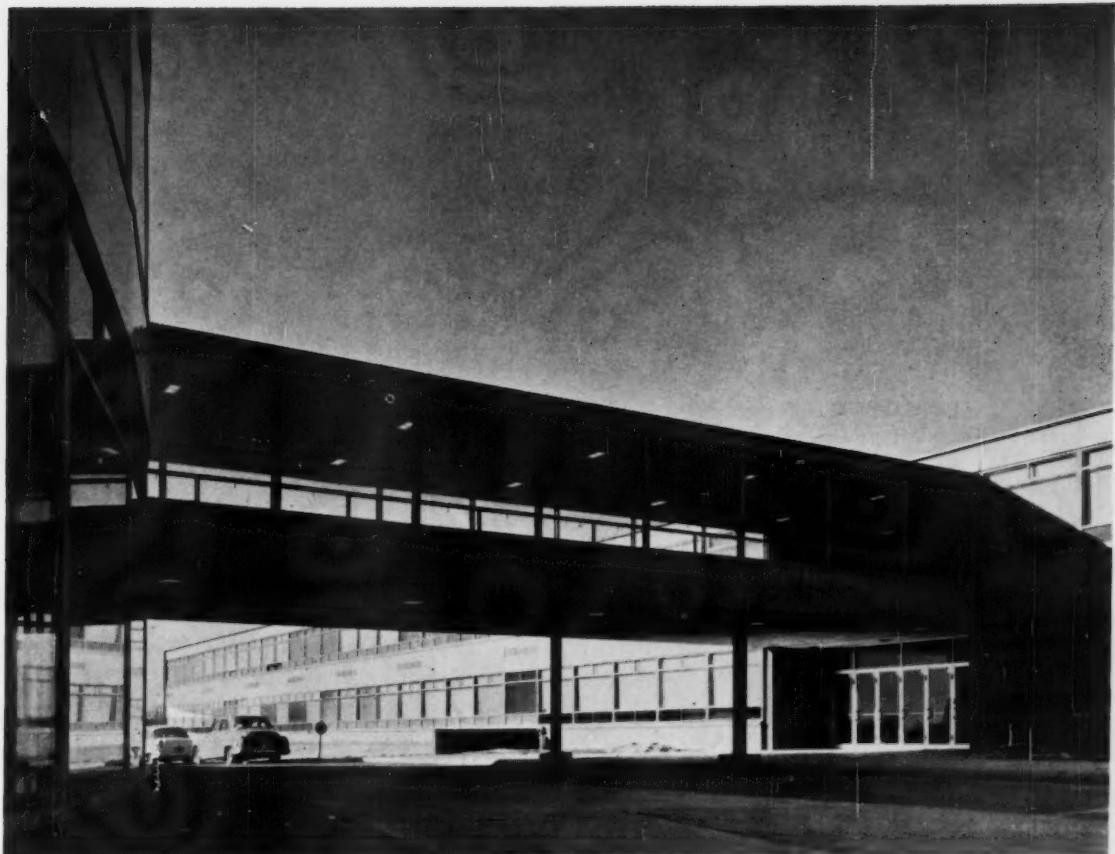
TABLE I GUIDE

How the program operates: A equals 10 per cent large group, 80 per cent classroom, 10 per cent seminar. B equals 20 per cent large group, 60 per cent classroom, 20 per cent seminar. C equals 30 per cent large group, 40 per cent classroom, 30 per cent seminar. For the new Wayland High School, consultants recommended Stage III, Program C. Thus the building would have a capacity of 750 if the program were 30 per cent large group, 40 per cent lab-classroom (30 students), and 30 per cent seminar (10 students).

TABLE I — Number and Type of Academic Spaces Required at Various Stages of the Program

Stage of Pupils in School	Total No.	Type of Space	Large Group Instruction			Laboratory Classroom			Seminar		
		Type of Program	A	B	C	A	B	C	A	B	C
V	1200		1	2	3	28	21	14	11	21	32
IV	1000		1	2	2	24	18	12	9	17	26
III	750		1	1	2	18	13	9	7	13	20
II	600		1	1	1	14	10	7	6	11	16
I	450		1	1	1	11	8	5	4	8	12

Photos by Hubert Henry, Hedrich-Blessing



GLASS ENCLOSED bridge connects the academic "spine" to the auditorium at Hastings (Neb.) Senior High School. The bridge, 25 by 50 feet, doubles as a students lounge and study area, and commands view of surrounding plains.

School Design Combines Ventilation, Good Lighting, and Sound Control

LAWRENCE A. ENERSEN

Clark and Enersen, Architects, Lincoln, Neb.

PLANE-LIKE, the \$2 million Hastings (Neb.) Senior High School rests on a 40 acre campus, seemingly poised for a quick take-off, auditorium first. The orientation and setting of the building are impressive from every angle. Use of ceramic tile, terrazzo and large glass panes in open style construction creates a feeling of beauty and quality.

Trademark of the Hastings school

is a glass enclosed bridge, 25 feet wide and 50 feet long, that commands a wide view of the surrounding Nebraska plains. One of the most attractive features of the building, it serves to connect the second floor of the main building with the auditorium. The overpass is furnished as a quiet lounge and study area where students enjoy freedom and relaxation. The bridge also provides over-

BORROWED light from corridors is transmitted to classrooms that have high, horizontal glass areas.



SOUND CONTROL is obtained in woodworking shop with use of sprayed vermiculite acoustical plastic on the ceiling.

head protection for visitors arriving by auto at the main entrance.

Included in the building complex are six separate units:

The main section is a two-story classroom "spine," 35 feet wide and 560 feet long, that runs east and west. Administrative offices, adjoining the main entrance, also are located in this section. Two short wings, well separated from other structures by landscaping, project on the north side: One houses social studies classrooms and the other kitchen and 500 seat cafeteria.

Facing each other across the center of the academic spine are the 1400 seat auditorium and, to the north, the 2500 capacity gymnasium for both boys and girls. To the far northwest is the two-story shop wing with metal working and auto mechanics facilities, as well as offices and three classrooms.

The music department is housed under the auditorium, and is complete with instrumental music rooms, practice rooms, radio rooms, and other related accommodations.

Among the physical features of the school are elevated entrances,

Flexibility is achieved through

flexibility, optimum sound control, ample natural and artificial lighting, and mechanical ventilation.

Elevated Entrances. Serving the two-story shop wing at the northwest end of the campus is a combination of ramps and outside grading that make possible truck deliveries to both floors. This provision called for careful planning because of complications presented by the flat Nebraska prairie. A series of ramps from the music department (under the auditorium) allows the entire band to assemble, line up, and march out — bass drum and all — without going up steps.

Flexibility. The basic structure of Hastings Senior High School is a steel frame. Exterior walls are porcelain enamel spandrels, and light pink brick veneer, with a backup of lightweight block. Partitions are non-load bearing so they can be moved at any time. This permits maximum use of space for a variety of activities.

Sound Control. Interiors were designed to provide optimum sound control. This is achieved in three



SKYDOME lighting
is used in the gymnasium
to prevent
horizontal glare.

nonload bearing partitions that can be moved at any time

ways: (1) isolating "noisy activities" through the separation of shops and activity areas from the academic spine, (2) sound conditioning the ceilings, and (3) sound insulating certain interior partitions.

Ceilings were sound conditioned (and made fire resistant) with vermiculite acoustical plastic applied over a lightweight plaster base coat on metal lath. The acoustic material was sprayed on directly from the floor by machine method.

To prevent metallic noises from entering classrooms, partitions that back up student lockers in the single-loaded corridors were specially constructed. For this construction metal lath recessed in a hollow metal frame, 5 feet high, was covered with a $\frac{1}{2}$ inch thick plaster base coat. A half-inch thickness of vermiculite acoustic then was applied on the corridor side of the partition and the classroom side was finished with hardwall plaster.

This construction has proved very satisfactory, according to the administration. Any noise transmitted from lockers into adjacent classrooms is negligible, and noise from the labora-

tory is not noticeable in the corridor. Acoustics in the auditorium is "substantially perfect." An ordinary 10 inch speaker from a classroom projector carries perfectly to all areas of the auditorium. There is an excellent balance between optimum reverberation times for the high and low frequencies encountered in speech and in choral and instrumental music.

Sound conditioning in the auditorium was attained both structurally and with the use of sprayed vermiculite. The north wall, or main elevation of the auditorium, is curved. The floor is concave, sloping in two directions, so that each seat has as good sightlines as any other. No balcony and no columns obstruct the view.

Construction of the auditorium ceiling is unusual, it being suspended about 20 feet from the roof joists. It was laid out on a radius with the curve of the main elevation. The first radius (near the stage) is 36 feet, the next two are 53 feet and 71 feet respectively, and the last one is more than 100 feet. The panels are 18 feet wide; each is set at a different angle to the floor. Ceiling height

varies from 22 feet, near the stage, to 9 feet at the front entrance corridor.

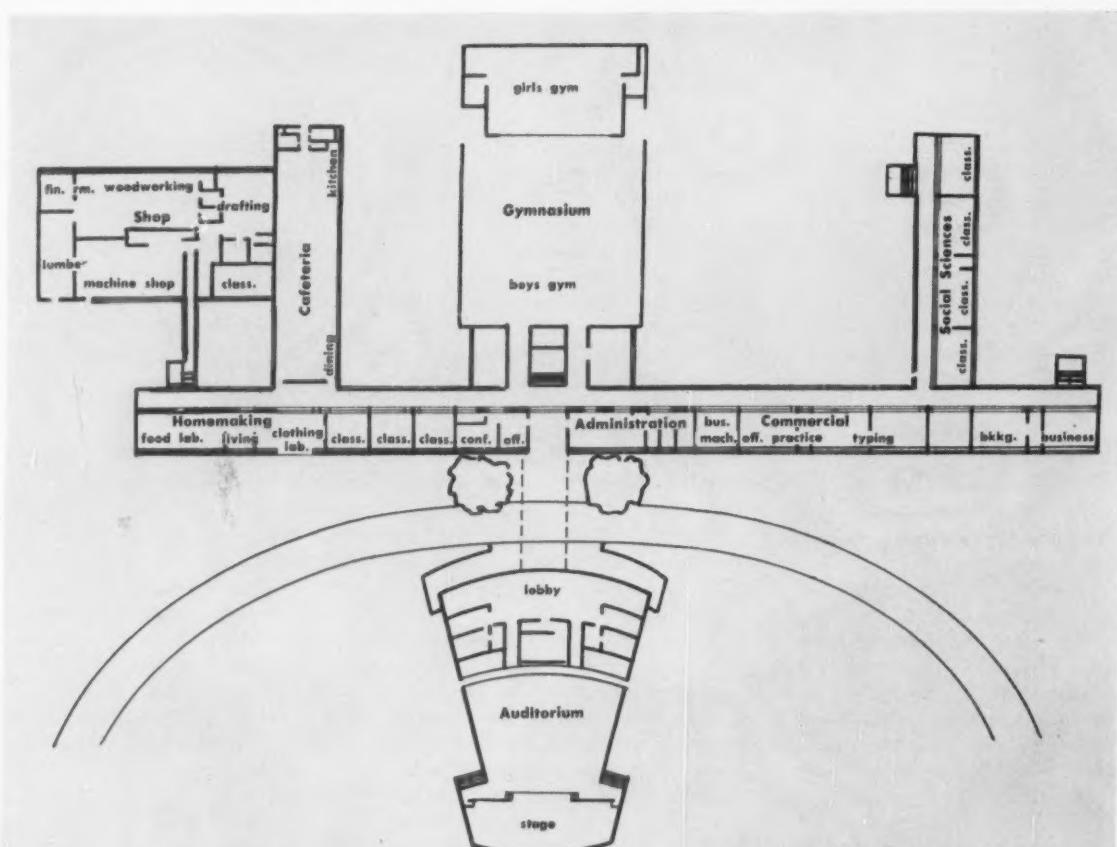
Ventilation. There is good natural ventilation in the building. In classrooms and laboratory instruction areas it is provided through combinations of unit ventilators, unit heater-ventilators, and mechanical exhaust systems.

Lighting. Classrooms have natural bilateral lighting through the use of glazed borrow lights in corridor portions. Other instructional spaces have bilateral and trilateral lighting provided by borrow lights and ceiling domes. The gymnasium is lighted entirely with domes to prevent horizontal glare. As seen from the photographs accompanying this article, a high level of artificial light also is provided, not only in classrooms but also in the shop areas and gymnasium.

Architectural design of the interior spaces and careful attention to the colors and materials also were prime considerations in planning the building. ■



AUDITORIUM seats 1400 persons. The ceiling, suspended about 20 feet from the roof joists, is laid out on a radius with curve of main elevation.



FLOOR PLAN of \$2 million Hastings High School shows complex of six separate buildings.

Clark and Enersen, architects, Lincoln, Neb.

Administration, faculty, students enjoy

Pleasant Working Atmosphere at Hastings

RICHARD R. SHORT

Superintendent of Schools, Hastings, Neb.

IN addition to its imaginative design and orientation, probably the most outstanding feature of Hastings Senior High School is the high level working atmosphere of the building. The structure, which eventually is to house 1200 students, is as attractive as, or more attractive than, any other working area in the community. It is serving us well in helping to carry out our educational philosophy.

Here in Hastings we believe that a good school should offer a means for expression and training according to individual student interest and ability. For this reason the local school system provides, away from the academic area, activity facilities in which students can express themselves in their own way.

Let me explain that I was not superintendent of schools or even a member of the Hastings public school staff at the time this building was planned. Therefore, my statements are in terms of the adequacy of facilities we inherited. They are positive comments on the points we believe are most outstanding.

Ease of separating the various school areas is another physical feature designed into the contemporary style structure by the architects, Clark and Enersen, Lincoln, Neb.

The auditorium, for example, can be used for public performances without persons in the main area of the building being disturbed. Physical education activities similarly are confined, and the noise generated is re-

stricted to the gymnasium. Shop facilities are convenient to other teaching areas, yet separated in such way that dirt and noise are limited. The building is conveniently laid out for scheduling multiple lunch assignments. Space is provided for students not involved in learning activity without those who must continue with their studies being disturbed. All of this is accomplished with a minimum of supervisory personnel.

Probably the most outstanding feature of the cafeteria is the pleasant atmosphere that it provides for gracious dining. All lunches for the high school are prepared daily on the premises, together with food for 500 other students in the system.

The activity facilities mentioned include: music, both vocal and instrumental; a beautiful stage and auditorium for dramatic and musical productions; an adequate and handy stagecraft area where students can work conveniently behind the scene; a gymnasium that is flexible and can be used alternately as teaching stations, for gymnastic meets, and inter-school basketball contests; an attractive swimming pool, and an indoor rifle range.

In providing these accommodations, nothing has been taken away from the academic areas. There are three separate science laboratories, including a physics room with perimeter arrangement of apparatus and classroom seating, a suite of rooms for instructing in all phases of business education, sufficient home eco-

nomics teaching areas, adequate general classroom space, and the ideal arrangement of a study area that is separate from, but combined with, the library.

Traffic control patterns permit certain areas of Hastings High to be closed off during specific events. For example, the gymnasium can be used — there are adequate ticket and refreshment sale space, toilet areas, and telephones — without the major portion of the building being opened.

Limited Storage Space

Of course, not all our accommodations are perfect. We are, for instance, somewhat limited in storage space and materials, but this restriction was dictated by finances. Then, too, our audio-visual setup is not satisfactory; the large areas of glass, which permit direct light and borrowed light from the corridors, complicate light control for showing pictures or using other audio-visual equipment. This condition resulted from the type of basic decision that must be made by a school board when a building is planned. The board can decide to provide an atmosphere rich with natural light and thereby complicate the audio-visual problem, or it can make a room simple for use of audio-visual equipment and lose the refreshing effect of natural light.

Despite the shortcomings indicated, the staff and students at Hastings Senior High School are proud to be a part of the school.

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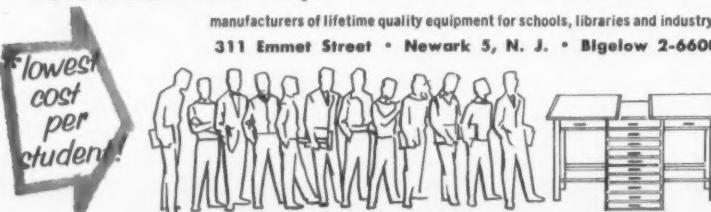
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Hawaii's Schools

(Continued From Page 55)

that crippled, unhospitalized children will gain security and adjust to society.

There are five hospital schools with an enrollment of almost 200 children. Some of these children have tuberculosis or Hansen's disease or are crippled. Some are being physically rehabilitated after accidents or are recovering from other illnesses.

Virtually every school in Hawaii has its P.T.A. organization. Last year there were 193 separate organizations in 193 public and private schools with a total membership of 82,000.

Ninety-five per cent of Hawaii's 5000 teachers are members of the N.E.A. as well as their local professional organizations. The American Federation of Teachers began last year to solicit membership. This organization has a membership somewhere between 150 to 250 teachers.

Like most states, Hawaii is not without its problems but, like most states, its problems are "little ones." Each year the school population increases by an average of 5000 — all on the Island of Oahu. This means more schools, more teachers, more books, and more supplies. This also means more money from a citizenry already heavily taxed by both local and federal governments.

Board Has No Taxing Power

Obtaining additional funds for education in Hawaii is perhaps a greater problem than it is in most mainland communities. Since our school board does not have the taxing power to meet the rising costs of education and the ever increasing growth in student population, much "selling" has to be done to get adequate legislative appropriations. This is particularly difficult when about 40 per cent of the tax dollar of the state goes into education, excluding school construction costs. There is, however, no tax at the local level to support schools. It is all raised at the state level, except for a small percentage that is raised by the counties for repairs, maintenance and school construction.

Hawaii, like its mainland sisters, is building up an educational system to add to the strength of the nation. We believe we have a unique contribution to make, particularly in the field of human relationships and international relations. ■



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Vol. 65, No. 6, June 1960

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Quality Operation

(Continued From Page 67)

fice who is capable of stimulating a more general recognition of the need for change in our schools than is evident at present.

Sometimes I am tempted to recommend the use of only two titles for officers in the central office: superintendent of schools and administrative assistant. In organizing the superintendent's office, we might make sure that the individual staff members are different enough to realize that deci-

sions and corresponding action are to a degree centered on the following questions: *What* should be done? *What* should *not* be done? *When* should it be done? *Where* should it be done? *Who* should do it?

Learning and Teaching Materiel

ONE AREA for action that gives high promise of improving both learning and teaching is the whole field of essential materiel, not only equipment but published matter. Even in

our best schools materiel is often woefully inadequate, and sometimes antiquated.

During recent months a concerted effort, resulting in part from the National Defense Education Act of 1958, has been directed toward providing necessary educational equipment for the teaching of science and language.

Similarly, the dramatic possibilities of television have been demonstrated in many local school systems and in colleges and universities. The importance of television as a means of improving learning and teaching can hardly be overestimated. However, we should keep in mind that the evidence at hand clearly indicates that television, wisely utilized, is a remarkable adjunct to the teacher, but is not a competitor or a substitute for live teaching. The critical issue seems to be what the living teacher does and how much of the teacher's action can and cannot be done by television. The possibilities of tape, both traditional and video, seem potentially as great and beneficial as does television. Furthermore, any school system, at least to a modest degree, can buy the ordinary tape and tape recorders.

The materiel of social studies provided in many school systems of all sizes can only be described as pathetic — perhaps tragic. The absence of such minimal equipment as up-to-date maps, globes and charts for use by large groups and by individuals — is difficult to understand. Similarly conspicuous is the absence of news services and an adequate supply of magazines, bulletins and brochures. Nor do most schools take full advantage of valuable free material that is available.

Films, filmstrips and slide films, too, are available in far too limited quantities. Their distribution is inconvenient, and the wide use of those available often is handicapped by inadequate or obsolete projection equipment. The overhead projector, which has unique contributions to teaching, particularly of the social studies, is seldom found in classrooms at any grade level. Tragically needed is concerted action on learning and teaching materiel.

NEXT MONTH, John Guy Fowlkes will discuss differentiated services, teacher preparation, and the superintendent's working habits.

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Globe Sprinkler Systems are a product of The Fyr-Fyter Company, which also offers SAFA alarm systems, fire hose and extinguisher cabinets, and a complete line of lightweight, easily-operated fire extinguishers. Be positive your present school buildings are completely fire-protected by consulting an experienced Fyr-Fyter representative! He also offers analysis and recommendations, at no obligation, if you are planning a new school or additional facilities.

Don't let a disaster like the recent Chicago school fire strike your community! Write today to The Fyr-Fyter Company, Dayton 1, Ohio.



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Coexistence With Mrs. B.

(Continued From Page 65)

The schools do not belong to the people despite the popular slogans used by school boards in their quest for bigger bond issues. The schools neither belong to the people, the taxpayers, the teachers, nor groups that need a comfortable meeting place on stormy nights. The schools are held in trust by the people for the benefit of their children and the generations to come.

Likewise, the advisory function of the board of education is only a small part of board responsibility. The board of education is the officially appointed trustee of the future of America, and it has no authority to delegate its duties to the Busy B's.

When these knotty questions have been settled to the satisfaction of the superintendent, a number of minor problems fall into place. Mrs. Busty, being one of the minor problems, becomes the responsibility of the school administrator rather than of the board. She is a problem of administration rather than policy, a personal rather than an institutional calamity. Unfortunately, few school boards recognize the fine distinction.

Viewed in this admittedly optimistic framework, the question now arises: How can Mrs. Busty be directed or otherwise disposed of?

Rules of Superintendology

There are four simple rules of superintendology for controlling Mrs. Busty *et al.*, some of which work sometimes. These rules, which have been held as highly classified material, are revealed here for the first time. They should be modified or discarded depending upon local conditions, but, in general, they offer a more dignified and workable plan than the escape door that crafty architects have structured into most administrative suites.

The first rule for administrative control of Mrs. Busty is for the superintendent to employ in overflowing measure those pleasant qualities that attracted him to the noble calling of education at the time he decided that a career as a prize fighter or a drama critic held too little hazard to suit him. The strength of school administration is fortified with friendliness, gentleness, fairness, understanding, tolerance and affection for humanity. All of these important

qualities are necessary in dealing with the public and will go far in calming the raging storm that is Mrs. Busty. They add a strategic element of surprise, inasmuch as they are not usually outstanding weapons in Mrs. Busty's own plan of attack.

It may be difficult for the superintendent to permit much affection to enter into his public relationships, but Mrs. Busty is deserving of some affection in that she so often represents the great American faith and pride in the power of education.

Must Use Courage, Stubbornness

This first rule, which is togetherness, does not include appeasement. It must be modified by Rule No. 2, which is: In all dealings with the public the superintendent must use intestinal fortitude and, at times, a degree of stubbornness like that of an army mule. When policies and courses of action have once been determined, he must enforce them to the last bitter comma.

A homely example lies in the annually recurring disaster known as the "age of entrance" into school. It often happens that Mr. and Mrs. Busty have been careless in selecting the natal day that would admit each of their 10 children to school at a more tender age than their less brilliant playmates. If, in a moment of compromise, the administrator yields a jot or tittle on this point, he will soon find that he has inherited more newly born moppets than an Ivy League college. He must remember the stirring words attributed to Stephen Decatur, himself an embattled school teacher: "My policy, by jingo, may it always be right; but right or wrong, my policy!"

Must Call on Serenity, Security

Rule No. 3 lies in the realm of applied psychology. In any combat with Mrs. Busty, it is important that the school administrator call upon all his resources of serenity, his deep inner sense of security. Some will assert that no schoolmaster since Socrates has had the slightest security, job-wise, cash-wise, or otherwise. This is not entirely true. Research shows that in *Busty versus Education*, the plaintiff is usually fighting a lost cause. This may be because the American people tend to rally round the underdog (in this case, the school super-

(Continued on Page 94)



View of the modern Ivanhoe Elementary School in Gary, Indiana, showing its walls of Natco Uniwall. The buff colored vertical walls show Uniwall's exterior rugg-tex finish. The light green panels under windows show a unique use of Uniwall's interior face installed in reverse. Architect: Jos. P. Martin & Assoc.

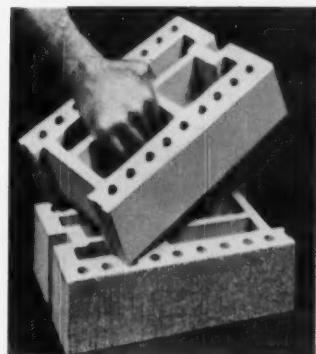
Inside and outside walls of this modern school were built with one unit in one operation ... with "double-duty" *Natco Uniwall*

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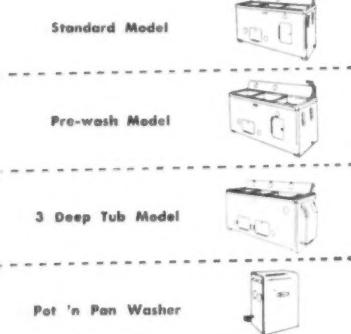


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Prices start at \$429, F.O.B. Kewanee, Ill. There are three Kewanee Dishwasher models to choose from: the standard two-tub . . . two-tub pre-wash spray . . . three-tub model providing a second rinse. Another money-saver is the Kewanee Pot 'n Pan Washing Unit, attaching directly to your present sink—converting it to an automatic washer. It will clean the dirtiest pots, pans, utensils, trays, stove grates, refrigerator parts . . . even vegetables! For complete details, write:



Kewanee DISHWASHER
802 Burlington Ave., Kewanee, Illinois

intendent); it may be that Mrs. Busty has a penchant for picking the wrong causes; or it may lie in the common sense that characterizes a majority of Americans when they understand the issues. Once the issues are clear, the average voter has a firm belief that education is more important than Mrs. Busty.

Few people on earth have greater security than a school superintendent. Rightly or wrongly, he has been certified by a recognized institution of higher learning as possessing more than average intelligence; unlike those of plumber or harpist, the tools of his trade are easily transportable; his character and background have been subject to critical scrutiny for many years; and in the present need for more and more education, there are never too many of him. In all candor, can the same assertions be made for Mrs. Busty?

Rule No. 4 deals with perspective. In dealing with the public, the school administrator must take the long look. Despite what has been said about friendliness, gentleness and togetherness (Rule No. 1), he must maintain a somewhat impersonal, detached, unemotional point of view, which lends itself indifferently to crusades and causes; in a word, many times he must be a cold fish.

Crusade for Local Improvements

This cold-fish rule is probably the most difficult for a superintendent to follow. By nature, a school administrator is optimistic, enthusiastic, a little naive and guileless, a ready target for crusades of all kinds. In Mrs. Busty he meets the Great Crusader and, too often, common sense is thrown out the window. Do the unprivileged canines of the community need a new home? Are Community Drives for this and that being neglected? Are more typewriters needed for the nursery school? Mrs. Busty is always eager to make improvements with the help of the school administrator and the impressionment into involuntary servitude of the student body.

The number of good things that ought to be done in any community is overwhelming, but the fundamental business of the school is education. When Mrs. Busty approaches the superintendent with a bubbling idea for a community crusade, he should remember that he is already engaged in the greatest crusade in all the

world. With tolerance and understanding, he should place in front of his desk that ubiquitous road sign: "No Parking Here."

To deal with Mrs. Busty takes considerable patience. It takes a deep sense of humor, which is no joke. It takes an abiding understanding of human values and the theory of relativity to manipulate her. It takes, too, a facility in languages and a lot of time. Finally, it demands a deep humility and a realization that one may occasionally have to lose a battle in order to win a war.

Do the foregoing findings seem to infer that either Mrs. Busty or the public is opposed to community well-being or are opponents of the school administrator in the battle of education *versus* ignorance? Indeedy, no!

The Great Moment Arrives

For at 2 a.m. at the meeting of the board of education (or the common council or the taxpayers' protest group or the annual budget busting) when the chips are finally down, when those in attendance have wrestled (with shrieks and grunts, groans and imprecations) with the budget, the building program, the curriculum, or other educational matters with which the American people delight to wrestle, there comes the pause of weariness, the hush of expectancy.

The chairman arises in relief because he was beginning to believe the meeting would never end. With a nod of recognition, he says, "The Chair recognizes Mrs. Busty," and Mrs. B. arises in all her ponderous pomp and dignity. As she faces the school superintendent he thinks he has had it, but when she speaks a shining light dawns: This may be his greatest moment.

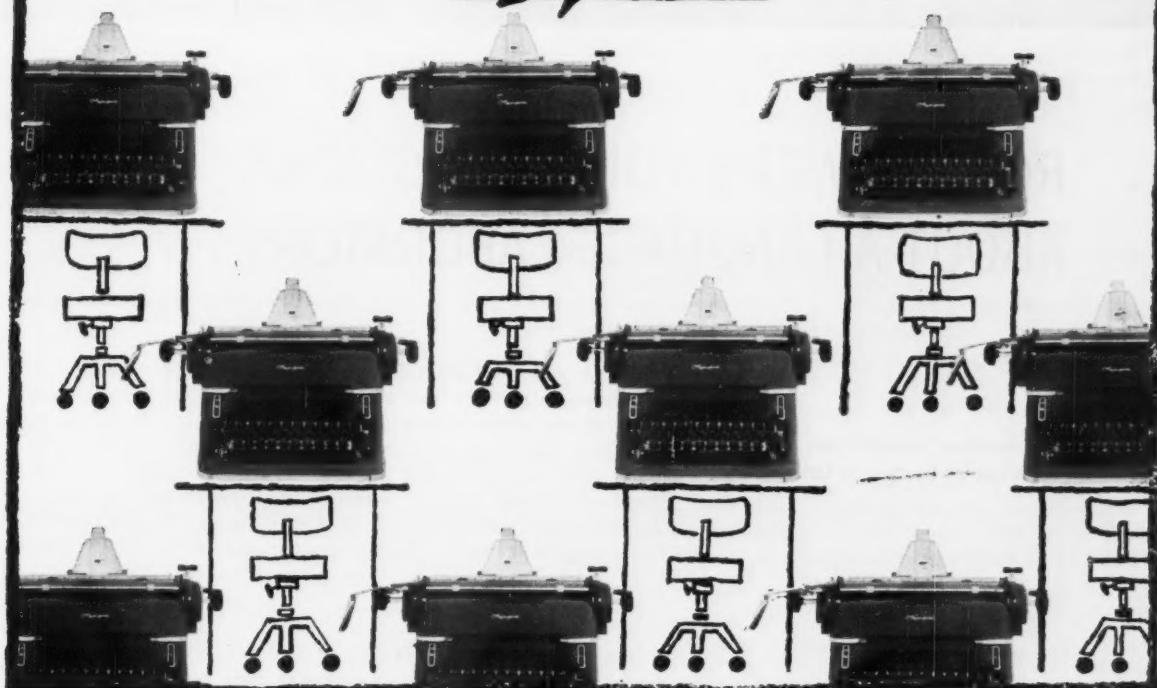
Mrs. Busty Speaks for Education

"The most precious and important part of the life of every one of us," says Mrs. Busty, "is our children. The most necessary thing in life is that they be so trained and educated that some day they will be more understanding, more competent, happier, wiser and better than we."

"I vote 'aye,'" continues Mrs. Busty, "because I am proud of our schools which serve that purpose. I am proud of our superintendent, who is dedicated to such a responsibility."

Thus speaks Mrs. Busty, for fundamentally that is what she believes and that is the kind of a gal she is! ■

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IN THE DAY'S
OCCUPATION..."**



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What is the RCA Preceptor System of Language Laboratory instruction?

A new approach to the teaching of foreign languages which effectively combines simplicity of operation with comprehensive controls. The *Preceptor* System places total control of the laboratory in the hands of the teacher by providing him with a console which permits him to select the lesson for each student, monitor and record the performance of any student, communicate with individuals, groups or the entire class. Students learn through the "listen-respond" or "student-record" techniques; complete laboratories employing either technique or a combination of both are available. Each student is provided with a semi-sound proofed booth and equipment which puts him in direct contact with the teachers. In effect, the *Preceptor* System provides a tutor for every student.

What provisions have been made for expansion of RCA Preceptor equipment?

Components of this system are modular in design, permitting an easy expansion at any time. Complete controls for 10 student positions are added by the simple installation of a pre-wired panel. Modular student booths in multiples of two and three, are pre-drilled for ease of assembly, can stand as a unit or be added to existing booths. Additional wiring is simplified by central power supply system.

Why can RCA offer a price that's lower than that of most Language Laboratory Systems?

RCA's advanced engineering techniques have created a "systems concept" for its *Preceptor* line. All components—console, recorder, amplifiers, etc., are fully integrated in design to reduce the cost of the equipment, its installation and maintenance. If desired, you can get an RCA Language Laboratory now under our Lease-to-Own plan which gives you the option to purchase the equipment at any time.

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Amplifier, headset and microphone comprise listen-respond booth equipment which allows each student to hear lesson tape and respond and to communicate with teacher. Booths may also be equipped with a tape deck which allows student to record both lesson tape and response. Flip-down top optional for conversion to desks. Modular booths in multiples of two or three also available.



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School Law

(Continued From Page 61)

er when he was attorney general of Ohio (Opinion of Atty. Gen. of Ohio (1933), Vol. 1, p. 552, at p. 558) in part as follows:

" . . . in the light of the holdings and reasoning of these courts, I am of the opinion that the term 'physical education,' which the statutes of Ohio direct shall be included in the curriculum of the public schools of Ohio, does not include what is commonly called 'interscholastic athletics,' that is, the playing of games in competition by picked teams representing the several schools. Interscholastic athletics is not a proper public school activity within the scope of 'physical education' as the term is used in our statutes. . . ."

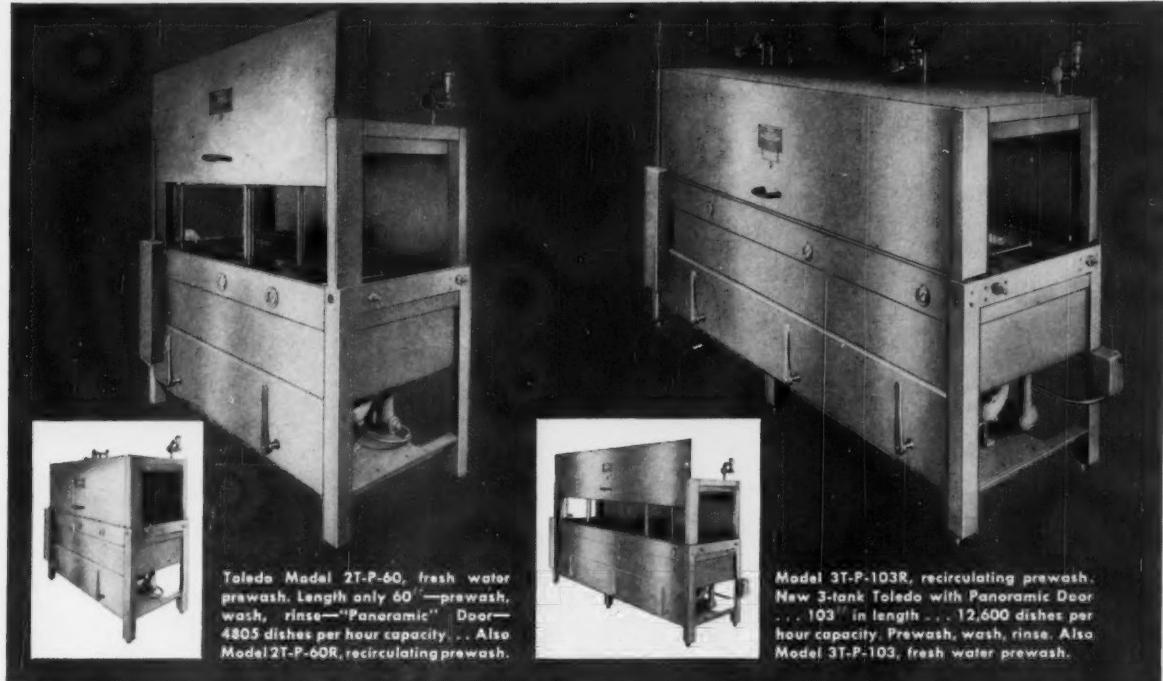
Accepting the point of view expressed by Senator Bricker, with which it found other courts in agreement, the court held it was decisive of the question before it. Consequently, it held for the athletic association and against the boys, saying: "The right of plaintiffs under the Indiana constitution and statutes to go to the public schools and receive education and training cannot properly be said to include interscholastic sports and games, *viz.*: interschool basketball as may be engaged in between picked teams of the various . . . schools constituting the membership of the . . . athletic association."

What the Decision Means

While this decision is primarily applicable to the authority of a state athletic association to adopt and enforce eligibility requirements, it has at least one implication that should not be overlooked. It apparently could be cited as precedent in upholding a school board that saw fit to deprive a student of the right to participate in athletics as punishment for the infraction of some rule, or for misconduct, or misbehavior.

One can only wonder why the boys confined their attack to the authority of this voluntary association to enact and enforce eligibility rules rather than attacking the legal status of the association itself. It might be argued that it had no legal standing, *i.e.* that schools were without authority to join it on the ground that in agreeing to submit to its rules and regulations they were delegating authority illegally.

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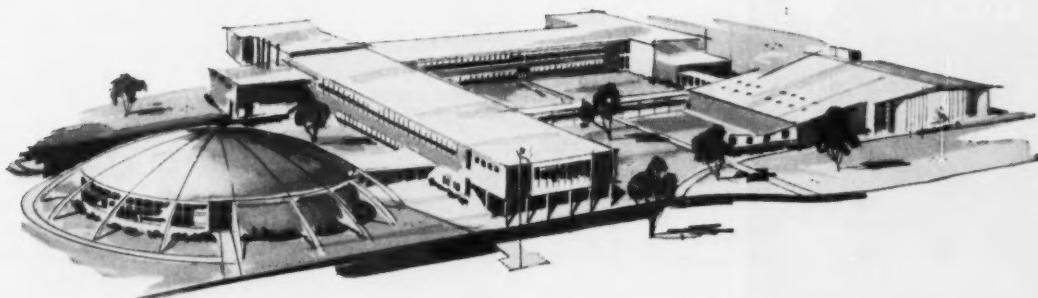
Dr. John C. Albohm—Superintendent of Schools, York, Pennsylvania—says:

"We've found take-home a Honeywell Thermostat



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learning increases with in every classroom."



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The Gifted Child

(Continued From Page 57)

when he and they are within a mental year or less of one another. When the child is with those who can understand his ideas and whose ideas he can understand and finds interesting, the true relationships of friendship begin to blossom and become established. In the reality of the feelings, attitudes and actions of two children who are friends, socialization grows, and the child's personality is established in a healthy, outgoing pattern.

Interestingly enough, negative friendships, if one may call them that (persons whom one disapproves of, dislikes and challenges, which may also be a necessary phase of building values and self-reliance), also take place only when mental ages are equal.

So far as the experimental evidence stands at present, the whole area of social relationships, with their fundamental effects on personality development, is so much harder to measure that there are fewer experiments on record than in the area of academic achievement. However, social relationships are undoubtedly more crucial for mental health than one's store of knowledge, if one were forced to make a choice. A healthy child is one who is both achieving intellectually and is actively involved in positive and negative friendships. In turn, the healthy child becomes the healthy, productive adult.

Because it is not an "object" but a way of acting and of reacting, mental age seems a rather elusive phenomenon. On the other hand, it is one of the major realities about a child. The mental age level to which he has matured determines the complexity or the simplicity of his ideas, of his speech, of his drawings, of the games he can play, of the material he can read and understand, and of the issues in relationships with other people with which he can deal. As an example, a child with a mental age of 6 years will define a balloon by saying: "It goes up." A child with a mental age of 9 years will define a balloon by saying: "It is made of rubber; it has air inside; some are big and some are small. They break when you prick them."

For a child at the 6 year mental age level to interact successfully with a child at the 9 year mental age level is impossible. In the activities and the

thinking of the child with a 9 year old mental age level, the child with a 6 year old mental age level is hopelessly dull and inadequate; his failures probably feel like conscious, intentional opposition to the one with the higher mental age.

Equal minds produce friendships and ideas. Oftentimes in education, good factors supplement and extend one another. With any child, and therefore with the intellectually gifted child, experiencing warm, educative relationships of friendships with those of equal mental age contributes directly to the personal, social, emotional development and socialization of the individual; also the interaction of such minds produces more intellectual material for both children. In effect, two equal minds produce three ideas instead of only two. As a child's life is remade on the basis of finally securing sociable, friendly living with other children (supplied automatically to the great middle 50 per cent of humanity), the child's intellectual powers are greatly stimulated and flower into more interesting and significant results.

Grouping: Mental age bests chronological age. How can schools get children of high intellectual ability grouped with others of the same mental age? There appear to be the following possibilities:

1. Children may be entered in kindergarten or in first grade on the basis of their current *mental age* and their basic rate of mental growth rather than on the basis of chronological age.

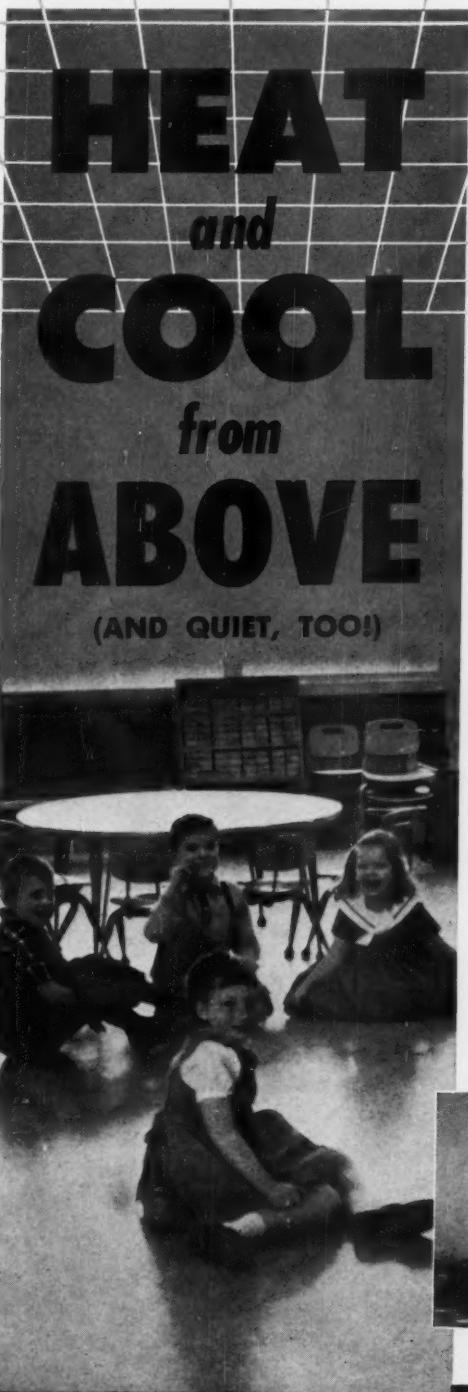
2. In large enough cities, children born the same year who are developing at the same high rate of mental growth can be brought together in school groups throughout the city.

3. Children can be placed in a school grade in terms of mental age, regardless of chronological age.

In considering any of these possible arrangements, it should be remembered that an intellectually gifted child's physical growth (height, weight, bone calcification, and so on) reaches a given level at an earlier chronological age than that of the usual child. An intellectually gifted 6 year old, for instance, often looks like an 8 year old; a 12 year old looks like a 16 year old.

The term "acceleration" embodies
(Continued on Page 104)

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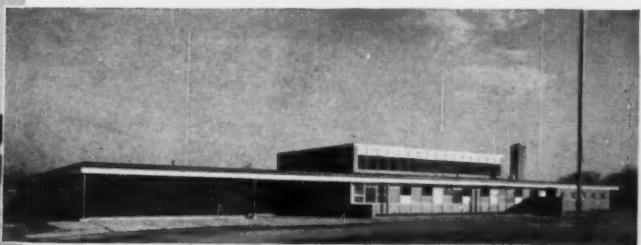
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The Gifted Child

(Continued From Page 102)

a huge misconception. If one were to take a child of 6 years whose mental age is 6 years and put him in the third grade where everyone else's mental age is 8 years, one would indeed be "accelerating" him. It would be a miserable and unhappy move. On the other hand, if a child of 6 years whose mental age is 8 years is placed with others whose mental age is 8, namely, third grade, he is not "accelerated." One is merely placing

him in the appropriate and correct group in terms of his mental functioning and in terms of his at last having around him the human material with which he can build friendships.

Enrichment comes after, not before, grouping. Why is "enrichment" of an intellectually gifted child's curriculum while he is still kept with his chronological age group a failure from the point of view of the criteria presented in this article? The answer is twofold. First, the child with a mental age of 8 or 9 cannot become

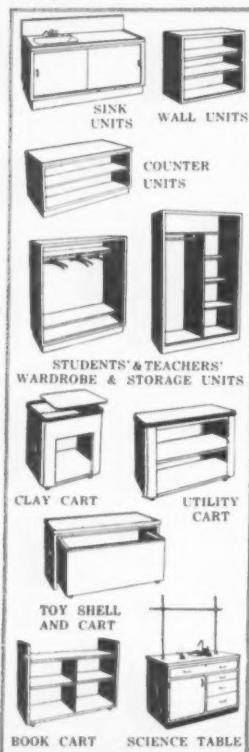
friends in a true, educative sense with children with a mental age of 6. Second, the child with a mental age of 8 or 9 knows all the things that the teacher is struggling to make clear to the 6 year old mind. Standardized educational tests prove, in one experiment after another, that the knowledge of the child of mental age 8 or 9 is already that of third grade or of fourth grade even though the child has been nowhere except first grade, so far as school is concerned. Keeping the 8 or 9 year old mind with 6 year old minds forces the 8 or 9 year old mind to be slack, to feel hopelessly bored, and deprives the child with such a mind of the exhilaration of working hard to solve an interesting problem and of achieving success in doing so.

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Wide span of mental ages creates impossible problems. The teacher in a classroom where an "enrichment" program has been instituted is dealing with impossible problems. In the first grade, half or two-thirds of the group have a mental age of 6. There is likely to be a small group that has a mental age of 5 or 4½. At the same time, there are one or two children with a mental age of 8 or 9. It is impossible for the teacher to give enough time to each child to meet individual needs of minds ranging from 4½ to 9 years.

However, schools with, for instance, three first grades could have the groups arranged in such a way that each teacher has no more than a year or a year and a half spread in the mental ages of the children. Then everyone, teacher and children alike, could be happy and successful.

A life of only more or less formal, distant mutual tolerance of others is a starved, undernourished life. Society cannot afford to cripple its most precious minds by keeping them in a personal "deep freeze" throughout their childhood and youth. Like all other children, gifted children have a right to friendships and to accomplishment, and a need for them, a need of the same urgent, fundamental sort that exists for children of average intelligence.

Intellectually gifted children can have friends, true friends, so far as we now know, only if they are with children of their own mental age level. A life full of friendships has the best chance of being a rich, educative, satisfactorily developing life.

COLOR SPECIFICATIONS

In the use of color for the modern school, there are two main ways to let function and purpose guide choice—either natural or man-made. It is a known technical fact, for example, that the eye of a child can best and with minimum strain and discomfort adapt its place in absent in the field of view, where distance varies in light and dark, do not require maximum visual effort. Therefore, the environment in general is softly smooth and has no sharp edges.

Also, while the decorative practice of applying warm tones to walls, doorways, and cool colors to sunny rooms may be good in a home, this is not so essential in schools. First of all, schools are not generally occupied in summer. Second, the purpose of the room must be considered. Whether it is a classroom, a study, or a shop, colors are best—or for relaxation or mental balance, brighter tones are desirable.

The functional color schemes presented here have been specifically planned to follow the requirements of the school field. Their advantages are noted as follows:

Scheme A combines soft tones of beige on walls and trim. This is a warm but neutral effect recommended for classrooms and study rooms, perhaps deprived of good natural light.

Scheme B, in two tones of a cool green, has universal merit in school buildings for areas where tanks and storerooms are undertaken. It will reflect the glare of strong natural light. It will be soft, restful and non-distracting to eyes and minds—and its soft velvety human complexion through direct complementation.

Scheme C, in two tones of pale yellow and pale blue, will give a bright, airy, and cheerful atmosphere to the school cafeteria, with its large windows looking out over the school grounds.

Scheme D uses a soft, medium lavender for the front wall, with a light gray for side and back walls. Here again, good vision will be served. If the blue wall were white, which required sunlight or strong daylight during the course of the day, the scheme would be functional.

Scheme E, for kindergarten, combining pink with pale blue. For small children, bright colors are more important than for study rooms in upper grades. With older children, the cheerful environment offers release of usually exuberant spirits and will put the child at ease.

Scheme F uses two tones of soft green for walls and trim. It is recommended for science laboratories, domestic science rooms, art and drawing rooms, and wherever fairly difficult manual or eye tasks may be performed. Its soft, cool neutrality will definitely aid serenity.

Scheme G, for shops, manual training (and for the maintenance areas of the school plant) combines a sunny yellow with a practical gray on dado and trim to resist soiling and abuse. Because such facilities are often found at ground or basement level, the yellow will suggest abundant light.

Scheme H suggests pink and rose for the school cafeteria, with bright turquoise on floor, table tops and upholstered (bamboo) chairs. Pink is an appealing color. It is also warm and positive in mood, and thus appropriate for recreational spaces.

Scheme I, for wash rooms, employs two tones of aqua and turquoise, mindful of water, sky and freshness.

Scheme J, in corridors and stairwells, pale sunny colors are best, office at points by a fairly dramatic hue. In this scheme pale lavender (with deeper dado tone) is used for the walls, with a dramatic touch of bright color over on

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Language Laboratories

(Continued From Page 60)

as many existing installations and systems as possible and to contact various laboratory companies. The committee or individual making this study also should determine the requirements for the school in question. Among the many things to consider are the following:

1. The number of positions needed or desired. This is based mainly on the number of students that would be using the laboratory and on the

number of hours that it would be operating. This raises an important question. How long and/or how often should the students be in the laboratory? One-hour periods have become the norm; however, it has been found that for high school students two half-hour periods rather than the one-hour session are more beneficial. The longer period seems to create fatigue to the point of diminishing returns whereas the two half-hour periods offer the students the value of more frequent contact with the language.

As for the ratio of classroom peri-

ods to laboratory periods, the ideal proportion appears to be one to one. Since, as we know, this is virtually impossible in most school systems, let us say that a valuable minimum should be three classes to one laboratory period at the college level, and five to two in a secondary school program. Whatever ratio is adopted, it is imperative that the material covered in the laboratory be completely integrated to, or coordinated with, the work done in the classroom. Using the laboratory for separate, disconnected work projects is a great mistake and a waste of time and money. The laboratory should not fall into the category of a tourist attraction.

2. Finding the Appropriate Room.

It would be wise to choose a room large enough to provide for possible expansion in the future. Among the considerations to keep in mind, after the right size has been found, are the following:

Acoustics. If the acoustics is not satisfactory, the problem can usually be remedied by the installation of acoustical tiles on the ceiling, and sometimes on the walls as well.

Light. The room should be well illuminated, either through natural or artificial light.

Ventilation. If there aren't enough windows in the room, as often happens when laboratories are relegated to the basement, air conditioning should be installed.

Pleasantness. The whole atmosphere of the room should be conducive to a cheerful and comfortable attitude toward work.

Disposition of Booths. There are two principal manners of laying out the booths: (1) by rows in the middle of the room, and (2) by rows on each side of the room, close to the wall and separated in the middle by an aisle. The latter system seems to offer more flexibility, such as in subdividing classes into smaller groups and in controlling these groups. If additional aisles on the sides are provided, the traffic problem is noticeably reduced and accessibility to the booths becomes easier.

Wiring. Related to the disposition of the booths is the problem of the wiring, which runs into each row of booths. If the booths are placed close to the wall there are no difficulties, because the wires are well hidden.

(Continued on Page 108)



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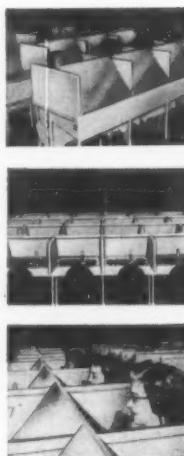
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Language Laboratories

(Continued From Page 106)

and out of the way. If the booths are situated away from the wall, the wire then has to go either under the floor (easy to install if the room is in the process of being built or renovated) or else over the floor and covered by molding. This latter method should be avoided if possible, because the moldings, however well placed and close to the floor, can be a source of danger to people who are walking over them.

Visual Needs. If any future activity

in the visual field is contemplated, such as movie or slide projection, independent of or coordinated with the sound equipment, provisions should be made for it at the time the laboratory is planned. The screen should be positioned so that the students can see it well from every booth, and electrical outlets for the projector should be placed at convenient spots in the room.

3. Discs or Tapes. The relative values and disadvantages of these two systems already have been discussed.

4. Laboratory Director or Supervisor. For any installation of 15 positions or more, and intended to be used on a full-time basis, it is advisable to appoint someone to run it. This is a responsible administrative position. On relatively large installations, one or even two assistants can be helpful.

5. Material for the Laboratory. Material for use in the laboratory is available from commercial sources and from the teachers themselves. Many companies are already producing recorded material in many languages and for different levels of study. Some of these are providing taped material based on their books on a loan basis, at no charge whatsoever. It is well to realize, however, that these lessons do not and cannot suit the methods and requirements of every teacher. It is good, and inevitable perhaps, to begin by using this recorded material, because it provides experience and ideas; but, as the user will discover, the best and most suitable material for his classes is that which he makes up himself. This is a process that takes much teacher time and planning, but once done it will prove rewarding as it permits more creative teaching in class as well as more attention to the individual students.

Many still fear that the language laboratory will eventually take over the work of the teacher. Nothing is further from the truth. The laboratory, like the book, is a teaching tool; it helps the teacher and it supplements his work. It cannot, no matter how good it is, make its own lessons, give its own tests, and correct them.

6. Maintenance. Maintenance is not so much a problem as many people fear. To begin with, any respectable company includes in its contract a certain period of warranty, usually six months, during which it assumes the responsibility of keeping the machinery running and in good order. After the warranty runs out the laboratory can continue to function properly and smoothly by employing a technician on an as-needed basis or by acquiring a service policy with a competent local engineer or firm. This frees teachers and administrators from a feeling of mechanical inadequacy and allows them to plan and carry on an effective and satisfying program of language teaching. ■

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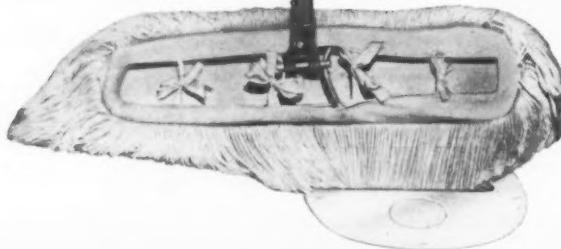
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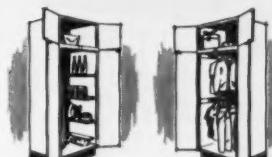
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Opinion Poll

(Continued From Page 69)

Some favor straight academic programs for married students. "I think it desirable to keep them in school for actual class work and to insist that they do not participate in activity or social groups," said a Nebraska superintendent.

One group of respondents contends that married students especially need to complete secondary school training. Said one administrator: "It would seem that a married student is more in need of the school than a single student, and the effect on society would seem to dictate that he remain there if possible."

"Married girls have chosen homemaking as a career and should have all the education the high school can give in that field," offered a superintendent from Oregon.

Behavior Should Decide Policy

Many respondents would let the conduct of the married students determine the action of the school on attendance. "Getting married is no crime. As long as the students behave themselves and make good use of their time and the time of the instructor, they should be permitted to attend," remarked an official from New Jersey.

An Iowa schoolman said: "While we do not wish to encourage marriage among high school students, we usually exclude either party in a marriage only when he or she becomes an unsatisfactory influence on other students."

An administrator from Washington sent a copy of his school board's policy on married students. Here is what it said about conduct:

"Married students shall be expected to conduct themselves in a commendable manner and refrain from undue references to married life. Any problems arising in this respect shall be handled on an individual basis by the counselors. The decisions in each case shall be of such nature as to ensure a wholesome school atmosphere for all students."

Others suggested counseling at the time of the marriage. A Texas school system has such a policy: "A conference to clarify policies of conduct, conversation and relationships with other students will be held immediately."

"A clear understanding between

the home and the school [reached through counseling sessions] has made our program successful," said a Californian.

Husband and wife should be allowed to attend the same classes; they should not be separated from single classmates at lunchtime or in extracurricular activities, believes the majority of respondents. A schoolman from South Dakota made this general statement: "I fail to see why marriage should be any factor in the rules and regulations of the school. There is no discrimination among married college students."

"The average married couple will separate themselves from single persons unless an issue is made," declared a Kansan.

A superintendent from Ohio reported that students in a high school government class there do not favor a honeymoon leave of absence for married students. That opinion is held by 65 per cent of the schoolmen participating in this poll. "The school should not adopt policies that might encourage early marriages," asserted an Oregon administrator.

A member of the minority group, an official from California, believes that "a week of leave for personal adjustment would be helpful."

Would Suspend Pregnant Wives

Most respondents believe that pregnant wives should be suspended temporarily rather than expelled. A Texan suggested suspension "after five months' pregnancy."

"A leave of absence of two or three months prior to delivery and a month or so afterward is, I believe, in the best interests of mother and baby. To suspend or expel in a punitive manner, however, is ridiculous and indicative of a Calvinistic attitude not congruous with Twentieth Century morality," stated a California administrator.

A disgusted schoolman from Delaware offered a view that might be comforting to other officials, especially those who legally cannot prevent married students' attending school. "Maybe married couples will settle down and act more like students than some couples who are continuing to romance all over the place."

And then there is the superintendent from Texas who does not have a problem. "We have no married students."

S.A.S.B.O. Convention

(Continued From Page 72)

formation of an insurance advisory committee the city of Richmond and the Richmond public school district, operating without benefit of professional advice in this field, had coverage in some instances as low as 20 per cent of value, although policies called for 90 per cent coinsurance clause.

Since 1949 the committee has consisted of representatives of stock and mutual insurance agents and one not affiliated with either group. A full-time executive secretary collects all premiums, deducts agents' commissions, and remits the net premium to the companies concerned, meeting expenses of the committee out of the commissions, based on a formula.

The committee also took to the state corporation commission the matter of the school district's carrying its own minor disaster coverage and established the necessary procedures and rates before that body. All political taint has been removed by the committee arrangement, and the insurance portfolio has been simplified and made adequate.

Competitive Bidding. Walter R. Latapie, chief accountant, Orleans Parish, said that when insurance there was placed on a competitive bid basis, the rate was cut from 40½ cents per \$100 to 0.13689 cents, and total policies handled decreased from 169 to 5. Since January 1959, however, legislation has required all public bodies to pay the rates established by the Louisiana Rating and Fire Prevention Bureau for fire insurance.

To avoid a top-heavy insurance item in the budget every third or fifth year with no cost for intervening years, insurance now is bought on a five-year basis, with 25 per cent of the premium paid during the first year and 18½ per cent during each of the remaining four years.

The present insurance advisory board consists of one representative each from eight insurance agencies who serve for four years on a staggered arrangement. School district members who meet with the board are the business manager, chief accountant, assistant chief accountant, purchasing agent, superintendent of maintenance, and director of the office of planning and construction. Agency members cannot immediately succeed themselves.

A Share for Every Agency. Katie B. Looney, assistant business manager of the board of education in Birmingham, Ala., stated that in Birmingham the association of insurance agents has an insurance committee representing some 95 agents. This committee reviews the insurance program of the school district,

inspects buildings, makes recommendations, and in general writes the insurance for the various agents, each of the companies represented being awarded a share of the school district's business. Fire and coverage on buildings and content, valued exclusive of land at about \$40 million, is written on a blanket, 90 per cent coinsurance basis. In case of a fire, each of the 95 companies involved sends its check for the pro-rata share of the loss to the association, which in turn sends one check to the school board. Mrs. Looney said that the board believes the distribution of insurance among stock companies is sound.

Newly completed buildings are covered by interim policies until renewal of the five-year blanket policies; this eliminates the necessity of endorsing the large number of blanket policies each time additional insurance is required. On boiler insurance the five-month period of nonoperation is taken into consideration. Following consecutive premium increases on burglary insurance, the district set aside funds to cover its own losses. Results for some years have been on a break-even basis, but more recently the reserve fund has been in the red. As a result a new study of burglary insurance is under way.

Premiums Shared by Broker. Jerry D. Wootan Jr., director of finance, Fulton County schools, Georgia, described how the board of education there places casualty insurance through a "broker of record," an "excellent firm with good insurance specialists and competent engineers." The school district staff is free to call upon the broker any time for counsel, for the broker represents the board, rather than the underwriters, in loss settlements. The consideration for all services is that the broker be allowed to place (that is, to retain normal commissions on) 40 per cent of the premiums. Heretofore the remaining 60 per cent was distributed among 40 qualified agents in the school district, who write the 200 policies. By mutual consent of the broker, the agents, and the school boards, the 60 per cent commission now goes to the agents' association for distribution.

An all-risk property floater on musical instruments and another (except for fire) on audio-visual, office, public address system, and commercial department equipment are carried. One of two small safe burglary insurance policies covers a safe in a large rural high school that does not have banking facilities readily available.

All employees are covered under a blanket position bond, with an individual fidelity bond on each principal as required under 1959 state law. A \$4 charge is made annually for the individual bond, and the blanket bond has



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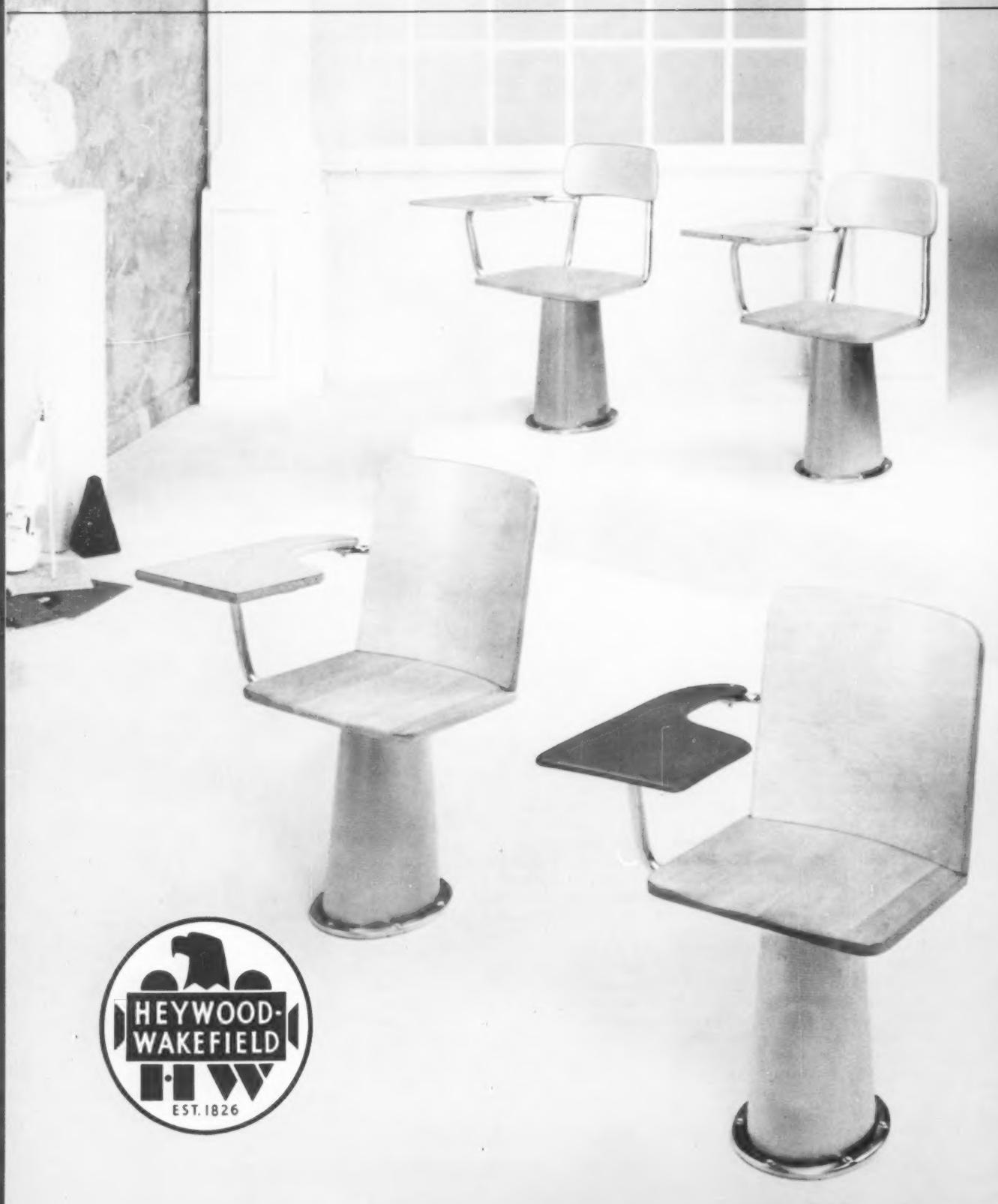
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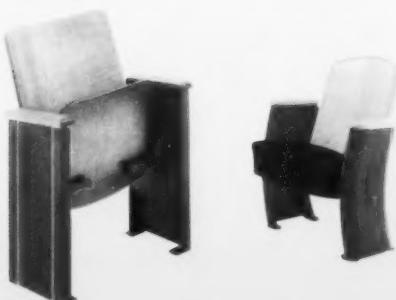
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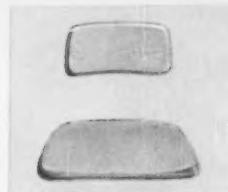
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been amended to avoid any conflict between the two policies. Automobile and bus insurance is carried on a fleet basis, with no coverage on individual vehicles since more than 100 of them are well dispersed.

OPERATION was the topic for another discussion group. Two speakers had non-classified employees and school environment as their subjects.

Noninstructional Personnel. Employing, training and supervising noninstructional personnel was the subject for James W. Colmey, assistant director of operations, Dade County's public schools, Florida. Dr. Colmey expressed the following beliefs:

The only true function of operational employees is to make possible a better opportunity for educating children. Careful screening of employees is important. Fingerprint checking is one phase of such screening in Dade County (The NATION'S SCHOOLS, November 1959, p. 66).

An orientation program for new employees and written instruction regarding anticipated conduct on the job are significant elements of the training process. After completion of a three-year formal training course, covering 52 subjects, a certificate is issued.

Salary is not the most important factor in retaining outstanding employees over a long period of years. If noninstructional employees are to become career people, they must be satisfied with their working conditions. Noninstructional employees in Dade County are privileged to join or not to join national unions, the exception being highly specialized trade positions. Payroll deduction of union dues is not permitted because this is considered a form of compulsion.

Work Environment. Bennie E. Carmichael, coordinator of the research and development program, George Peabody College for Teachers, Nashville, Tenn., told what a university professor sees in school plant operation and the educational program. Dr. Carmichael, a former school principal, said he wanted in his school the following conditions of plant operation:

1. Supervisors who can share knowledge and know-how in plant operation with those responsible for providing the best possible setting for learning, and who in turn exhibit an interest in the kind of school operated.

2. Custodians who are seen in the administrator's office, in the corridors, or about the school, who are busy doing the little things which students and teachers see, anticipating needs, and concerned with having space ready for use when it is needed.

(Continued on Page 116)



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(Continued From Page 114)

3. A school that is ready for opening in September and gives good "first impressions" of cleanliness, ventilation, orderliness and physical condition.

4. An exchange of "good mornings" between all personnel, with much reason for conversation between all employes — opportunity to think aloud to custodians about school programs, plans and schedules, children and buildings. "Most of our problems are not those supposedly defined; they are problems of relating adequately to one another so that our defined problems can be considered."

5. A building that shows signs of use, but not abuse; the latter indicates non-directed learning is taking place.

6. A prevailing feeling that the school is improving. "A good school is a school that is 'getting better.'"

7. A staff, including teachers, that is economy-minded. Misexpenditures in one area serve to restrict the freedom of allocation to another, including salaries.

8. More house cleaning done at night and by shifts if possible. It keeps someone on duty at the school and limits interruptions during the day.

9. A work schedule to be used not as a day-to-day check list, but as a work guide and as a reminder of what is to be accomplished, with a flexibility in the work schedule desirable in a lesson plan.

10. A staff that will engage in house-

keeping, although not in house cleaning. It is not too much to expect that rooms will be left orderly and prepared for an orderly procedure of cleaning, with windows closed, boards erased, and lights turned off. "Some order in life, even at the school, need not be suppressing."

11. Consistency in the appearance of the building: no makeshift repair, i.e. not a nail used where it is obvious that a screw or a bolt is necessary, not one bulletin board dangling from the wall while the others are mounted. Individual differences in decorating and in color schemes should be encouraged, but patchwork and disorganized and cluttering procedures do not have to be employed to achieve this.

12. To reinforce the foregoing, an administrator mindful of the following: obtaining welfare benefits for the service staff, keeping the community informed of the importance of service staff facilities, keeping the staff informed of changes in custodial services, and maintaining student cooperation.

MAINTENANCE was another subject covered by a discussion group. Three speakers dealt with maintenance phases of heating equipment, roofs, floors and floor coverings; a fourth discussed summer work schedules.

Heating. A. H. Thomas, executive director of maintenance and operations for the schools of Atlanta, said that the

fundamental function of a school's heating system is to provide safe, healthful and comfortable conditions for the children. For this reason it is essential that each school district have a competent and well organized heating maintenance department. Failure of the heating plant, with shutdown of a school, is costly.

Mr. Thomas explained:

Normally the most important parts of a central heating system are located in the equipment (boiler) room. This, then, is the place to begin preventive maintenance checking. The heating maintenance foreman should be a man with executive ability and thoroughly familiar with operations and repair problems in this field.

Since the most important part of operating a heating system is safety, there should be a weekly check of the boilers, the safety and operating controls, and the mechanical firing devices, with an inspection of the entire heating system each month. The latter should consist of checking all boiler room equipment, pumps, radiation, air handling units, building controls, and cleanliness of the equipment. Minor adjustments and proper oiling and greasing often prevent breakdowns.

Heating a school building to the occupied temperature when the building is not occupied is inefficient operation, yet it is a common occurrence because the control system is not functioning properly. To minimize the potential hazards of a gas distribution system, frequent inspections should be made for leaks throughout the building. During the summer vacation the shut-off valve should be locked in closed position.

Immediately after the heating season is over boilers should be prepared for the period of nonuse as required by the insurance company. Oxidation, rusting and corrosion can cause steel boilers to deteriorate when not in use. Cast-iron boilers present less of a problem in this respect.

If unsatisfactory feed-water conditions exist, the services of a reliable chemical firm specializing in boiler-water treatment should be procured.

In many heating plants it is possible to reduce fuel consumption 15 per cent or more through increasing the efficiency of combustion in the boiler. The adjusting is not a difficult problem for a combustion engineer. If such a person is not available, maintenance personnel should be trained in the use of instruments required for checking.

Roofs. Maurice Greenwald, director of maintenance, Orleans Parish public schools, explained the problems incident to a built-up roof, the choice between rag felt and inorganic felts, and the relative merits of coal tar and asphalt.

The speaker considered a 20 year roof-

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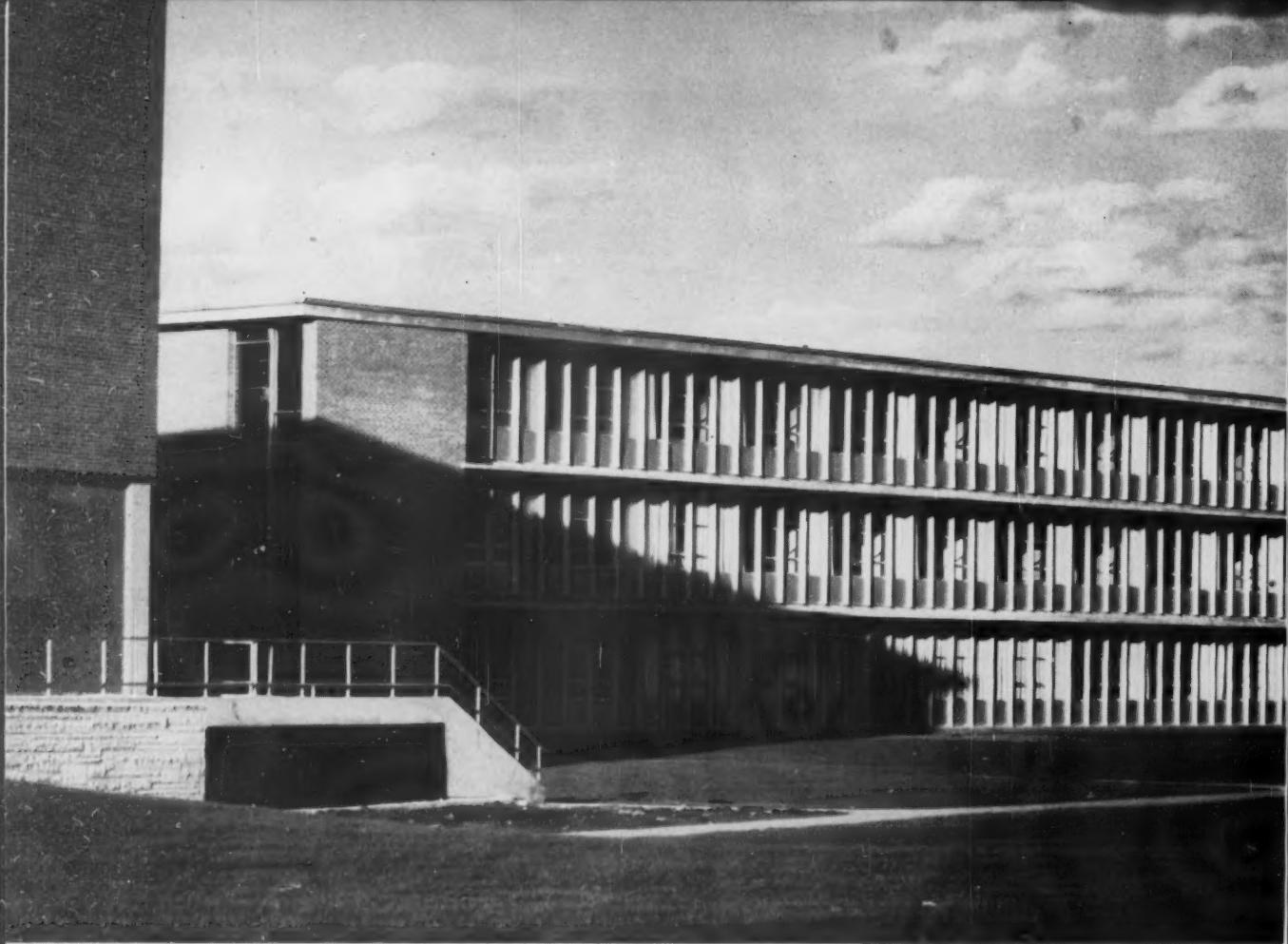
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A big school with a small school atmosphere is the way they describe the new Proviso West Township High School, Hillside, Illinois. Occupying a site of 60 acres, the school includes six major functional units grouped around a central mall. Walls are Truscon Aluminum VISION-VENT®.

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VISION-VENT Window Walls offer a selection of practically any type of window—double-hung, intermediate projected, and many others in steel and aluminum. Trim modern appearance. VISION-VENT is available with a choice of high-gloss panel colors, porcelain enamel, stainless steel, or aluminum.

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Proviso West Township High School—Hillside, Illinois

Architects: Perkins & Will

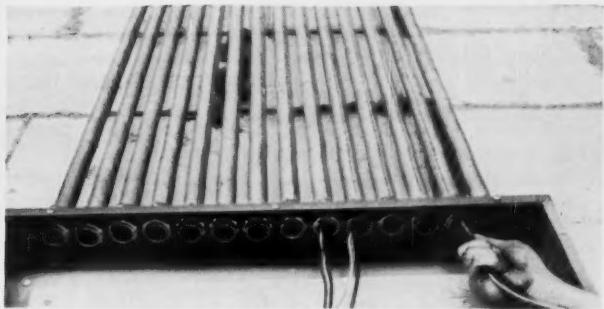
Contractor: Powers Construction Company

Product: Truscon Aluminum VISION-VENT Window Walls

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ing bond a good investment because it ensures inspection by roofing experts, provides a guarantee or an agreement to make repairs, and limits the school's liability in case of damage. The bond in itself is not always assurance, however, that a specified job will be done as prescribed. Also, it does not guarantee prompt repair, and does not cover damage done to the interior of the building before the leak is fixed. The best promise of a trouble-free roof comes with inspection by school personnel.

Floors. L. H. Wright, assistant supervisor of school plants for Jackson, Miss., reviewed the various types of floors and flooring materials. He emphasized that because almost 90 per cent of the cost of floor maintenance is labor, it is much more economical to use a floor machine, vacuum pick-up, and a good quality cleaning product. Neutral soaps or mild detergents will clean most any type of floor if used according to the directions of the manufacturer. The trial and error system is not always the safest and most economical, he said.

Wood floors that have been treated with a penetrating seal are best protected against water. After sealing, periodic waxing should follow, according to Mr. Wright.

The various types of masonry floors also should be treated with a penetrating sealer. Strong caustic or acid clean-

ers cause injury to marble, concrete, terrazzo and the grouting of floor tile.

Resilient floors should be waxed and re-waxed, the frequency depending upon the amount of traffic, climate, and surrounding soil condition. For wax stripping, one of the biggest school renovation jobs of the summer, a good floor machine is indispensable, he said.

Summer Work Schedules. Fred Kline, director of maintenance and operation for the Dade County public school system, Miami, urged preplanning for extended day and summer maintenance schedules. Discussion between representatives of the educational divisions and the maintenance department will smooth out differences of opinion as to the priority of work and requirements.

After coordination has been achieved, on-site inspections are made by maintenance, supervisory and foreman personnel, Mr. Kline said. Principals of the individual schools are advised as to the scope of the proposed work so that adjustments can be made in their summer custodial program.

Sketches and bills of material are prepared for each job. Permits are obtained. Materials are purchased for delivery at the date set for starting the project.

If additional maintenance personnel is needed, Mr. Kline explained, arrangements are made so that the workers will be available at the proper time.

SCHOOLHOUSE PLANNING. Jarvis Barnes, assistant superintendent for administrative services, described the administrator's role in schoolhouse planning, drawing his illustrations from the Atlanta public school system.

Mr. Barnes accented the following administrative responsibilities for new construction: determining the need, acquiring the site, selecting the architect, developing plans and specifications, and accepting the bid. The administrator must have answers to questions such as these: What are the effects of changes in the community and in the surrounding communities? What is the residential history of the community? What is the status of each neighboring school?

Site acquisition calls for advance planning and close coordination with municipal planning agents. Some of the factors to be considered include: accessibility, community use, drainage, environment, expansion, proximity to population centers, site preparation, topography, proximity to traffic hazards, utilities, zoning of the area, acreage and price.

In the development of plans and specifications, the administrator is charged with the responsibility of orienting the architect with reference to the limitations of the budget, educational specifications, and the board's construction document of minimum essentials. Educational specifications particularly are important. It is up to the administrator to acquaint the architect with instructional objectives.

After an agreement has been reached on the plan, the local builders' exchange should be consulted so that there will be no conflict with other local bidding. The right bid proposal and bid dates are very important. Bids that arrive late should not be accepted. Preferably, bid proposals should not contain alternatives, but if justified, should be additive, rather than deductive.

SCHOOL LUNCH. Food service problems in schools were discussed under these headings: food preparation and nutrition, purchasing and food cost control, management, and selection and training of personnel.

Lunchroom Employees. This subject was discussed by Opal Blake, lunchroom supervisor of the public schools in Meridian, Miss. With organized labor forcing tenure of office upon schools, there is no place in the school lunch for improper selection and placement of personnel, Mrs. Blake stated. The cost of faulty recruitment, improper placement, personnel distraction, low efficiency, high absentee and turnover rates result in an accumulated waste of manpower. Inservice training seems to be the only feasible way to rectify these conditions, she said, because it can increase efficiency by at least 25 per cent.

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School Lunch

(Continued From Page 68)

appropriate salary schedule is complex. It requires a consideration of good public service and employee well-being and, as well, the financial ability of the school district. Naturally the condition of local finances cannot be treated here specifically. However, certain guides can be listed.

A sound salary schedule for food service supervisory employees might well be based on the criteria established for teachers by authorities on school personnel administration and those recently adopted by the National Education Association.

It would also be desirable to maintain appropriate staff quotas to provide an equal work load for the food service supervisory staff, particularly managers. The salary schedule of supervisors should be sufficiently high so that no subordinate will receive as much or more than any supervisor.

Somewhat related to remuneration are the levels of responsibilities and the length of the work year. Our study indicates that, in the case of directors and supervisors of school food service, these are comparable to those of central office personnel, while the duties, responsibilities and work year of the managers of school food service are comparable to those of teachers. Thus, it would be reasonable to place supervisors and directors of food service on the administrative salary schedule, while managers would be put on a schedule comparable to that for teachers.

In addition, the administrator should keep in mind the competition for these employees on the part of hospitals, restaurants and hotels. This means he also should consider fringe benefits and working conditions.

4. Tenure protection should be comparable to that of teachers.

Few of the districts surveyed granted tenure protection to the food service supervisory staff, although personnel policies for teachers have long recognized that tenure protection is essential to the satisfaction of an individual's drive for security and to optimum performance. As the need of food service supervisory personnel for tenure protection is comparable to that of teachers, the type of protection afforded should be comparable. Like most school employees un-

der tenure, food service supervisory personnel should be required to complete satisfactorily a suitable period of probation.

5. Opportunity should be given on an organized, continuing basis for food service supervisory personnel to cooperate in developing and revising policies that affect their work.

Such participation is part of a basic drive for independence, freedom of action, and acquisition of a feeling of importance. Serious consideration also should be given to the personnel's opinions and judgment regarding food service problems. The most effective personnel policies result from joint participation in their development. Many administrators show slight sensitivity toward the feelings and needs of professional staff members in group meetings, conferences and personal contacts.

6. The importance of food service to the school should be interpreted to the public.

The local school administrator should assume responsibility for helping the public to understand the role that food service plays in the total educational program of the district. He must help citizens realize that present-day consolidation of schools, long bus journeys, and the increase in the number of working mothers are major forces making food service a school responsibility. Also, the administrator should help members of the community understand that food service, as part of the total educational program, is here to stay.

The administrator is in a position to help members of the community realize that much of the success of the school food service program rests with them. It is a joint concern of parents and those with specific responsibility for the health and education of the school child. In order for the food service to function properly as an integral part of the total school program, the administrator should use every means possible to explain to the public that well qualified supervisory employees are necessary.

Such personnel will be aware of the food needs of children, will be skilled in management and supervision, and will further the educational program in both the school and community. ■



Convert into terms of money, the time consumed by teachers and office employees in performing such tasks as counting lunch receipts—it means that much less for teachers and teachers' salaries!

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N.S.B.A. Convention

(Continued From Page 63)

"Education should help us to understand not only the aspirations and expectations of our own people, but those of other peoples as well. In addition, education should help us to understand what we may contribute to the realization of the aspirations of other peoples," said President Willis.

"It's obvious that we as board members must make wise decisions in the course of the next few years, and we must provide every means possible for children now in school to make wise future decisions. Also, we must make sure

that education affords a reasonable hope that most of our citizens will be able to understand the problems posed, and respond to them rationally and ethically."

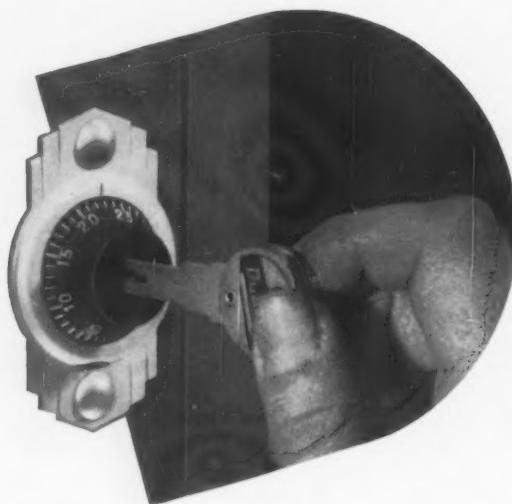
The challenge to America's school boards, President Willis believes, is "to create here in America a system of universal public education that will produce an educated and wise citizenry, capable, to the extent that these matters are in our hands, of securing peace and freedom throughout the world."

Other speakers at the six general sessions developed individual aspects of the convention theme, "Education for World Leadership."

Greetings. "Thank God for some of the 'frills' we have in our schools," Benjamin C. Willis, general superintendent of the Chicago public schools, told board members after listening to a 61 member elementary school band at the first general session.

Education can never take sides except on the side of youth, said Dr. Willis, who is president-elect of the American Association of School Administrators. He told the board members that misstatements of facts and misconceptions of the purpose of education can best be met if school board members and educators understand the issues, see them clearly, and evaluate the objectives. He assured the delegates that in no other capacity could they render a greater public service than as members of their local boards of education.

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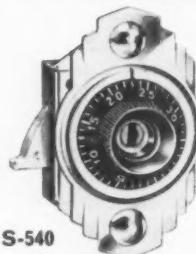


Quick combination Change

As lockers are reassigned at semester's beginning, it is a simple matter of only a moment to establish a new combination for the built-in Dudley Lock.

The Quick-Change Key, inserted in the lock, allows the selection of another 3-number combination, regardless of what it might have been before. Thus, no pupil is able to open the locker formerly assigned to him, and the safety and security of the lock system is maintained.

This is just one of the many advantages of Dudley Locks which have made them such favorites for 39 years with school people everywhere.



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"Adolescent" Countries. John H. Furby, director of global education for Transcontinental World Airways, "appeared through the courtesy of General Motors Corporation." He made an impassioned plea for help that will make real the common dream of man throughout the world: peace, enough to eat, self-government, and human dignity."

World Leadership. In mapping a program of educating for world leadership, we must determine the requisites for leadership in the Twenty-First Century, said Governor William F. Quinn of Hawaii. Above all, tomorrow's leaders of the free world must be passionately devoted to freedom, he said. Our claim to world leadership is not made on the basis of our skyscrapers and supermarkets, our steel and automobiles, our schools and military forces, nor on the basis of our technological advances, the governor explained. Rather, our claim rests upon our devotion to the ideal of the free man, and our recognition of the dignity of all men everywhere, he said.

Governor Quinn continued: "The curriculum we offer must contain — in literature, history, ethics, philosophy, religion — the answers of generations concerning the nature of man and the universe. The separation of church and state should not prevent the study in our schools of the fundamental tenets of American democracy which have their roots in, and draw their strength from, the philosophical and theological wisdom of the past."

Economic Freedom. Our Revolutionary War not only had political results, it also freed the American consumer from monopoly control and made possible the great economic development which, in a few years as history goes, was to astonish the world, Rudolph F.

(Continued on Page 124)



THE MAN WITH THE LILY PLAN

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Lily food service is seven ways better

Individually, or in complete place settings, Lily^{*} food service gives you all these benefits.

Ends sanitation problems—No chance of sanitation slip-ups here!

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Cuts out noise—None of the rattle or clatter of other types of service. Makes eating more pleasant for everyone!

Ideal for central kitchens—Paper service can be inventoried "on location" to end

transportation to individual schools! Saves washing, storage!

Here are the facts on a few of the popular Lily food service products (shown above, left to right) used in school lunchrooms across the country.

#1. 9-in Green Leaf Design Plate, plastic-coated. For all entrees.

#2. 10-oz. Milk Design Cup (to be used with cup holder). Ideal for serving milk from refrigerated bulk dispensers.

#3. 6-in. Green Leaf Design Plate for bread, pie, cake.

#4. 5-oz. Cold Cup for juices.

#5. 8-oz. Hot Food Container for soups, stews, casseroles. (You can bake and serve right in these Lily unwaxed Nestrites.*)

#6. 4-oz. Pleated Dish for salads and desserts.

#7. 9 1/4-in. Molded Compartment Plate. For all entrees.

FREE! Lily is now offering an informative and educational booklet entitled "Paper Service in Schools." If you would like a copy, just send this coupon.



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(Continued From Page 122)

Bannow told the convention. Mr. Bannow, president of the National Association of Manufacturers, was discussing how business can help schools develop responsible citizens. He continued:

"Today, our first objective should be to help adults, and particularly the educators, thoroughly to understand the workings of our economic system, to know what risks are taken, what abilities are needed in order to produce new products and create new jobs. Our standard of living, which has improved more sharply in the last hundred years than in the previous thousand, is a result of the activities of individual men in many countries."

Youth Guidance. The goal of achieving individual development in the student is intrinsically linked with that of citizenship responsibility, said Franklin K. Patterson, director of the Tufts Civic Education Center, Tufts University.

The training of the young cannot be separated from adult citizenship, and for this reason the guidance of youth depends upon the maturity of adults. Basic to any youth guidance program is a willingness of adults to reappraise the adult situation honestly. Society today is faltering because it has no definite goals and purposes.

Youth is seeking a part to play in today's world, the speaker indicated,

QUOTING PRESIDENT ROBERT WILLIS:

I am convinced that the development of written policies is essential to the effective operation of any school system.

I believe there is too high a turnover in board membership. Too often, just when a board member has served a sufficiently long period to become effective, he either resigns or is replaced and the long process of reorientation and retraining must be begun anew.

This convention could happen only in America. There's no other country that has so far dared to let the people rule their schools through the machinery of local control.

In sheer quantity, we have discovered more new knowledge in the last 40 years than was discovered in all previous history. The cultural heritage which must be handed down to modern man through education is tremendously enlarged both by the explorations of science and by the worldwide mingling of cultures.

but our mechanized society seems to have little left for them to do. We should give students meaningful citizenship tasks to perform, instead of expecting them "to stand by, bored by the spectacle of the adult rat race." Dr. Patterson believes we might well give high school students a greater share in the actual running of their schools, including participation in student cur-

riculum committees. Too often, he believes, adults tend to make adolescence a prolonged infancy, "keeping the hearts of the young in custody until they have lost all passion for doing."

Mental Bridge. Clifford F. Thompson spoke on behalf of "a bridge to span the gap between our continent and the remainder of the world." This bridge, the Harvard law student and former Rhodes Scholar said, is "a mental bridge to carry an increasing awareness of our younger citizens of their responsibility for better international understanding and international leadership." Mr. Patterson also reported on "a bridge which the Russians started to build from the other side," namely, the Seventh World Festival in Vienna, Austria, which was attended by 20,000. "Peace and friendship" among nations was stressed, and millions of dollars spent by the Soviets to reach the youth of many lands.

World Perspective. "The time has come for a change in world perspective," said Vera M. Dean, professor of government at the University of Rochester. It has been obvious, at least since World War II, she said, that "the United States can no longer live unto itself alone, or even as an important sector of the western world. Yet until very recently we continued to teach and think as if the American people were, and would continue to be forever, the center of the universe."

Dr. Dean recognized that some significant adjustments have been made in some schools in effecting an understanding of our country as a part of the world community. By and large, however, the teaching of history has remained centered in the United States. The content

(Continued on Page 128)

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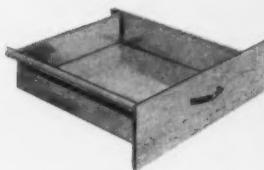
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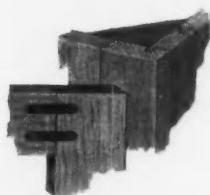
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The console shown here is the central control of an Executone sound-communication system for an average-sized K-8 or secondary school. Located in the General Office, it handles switching, programming, transmission and power amplification for all the services described below—and others that your client's special requirements may suggest. Its 5-channel capacity eliminates the need for more than a single conduit for signals or communication between any two points in the system. Identical functions are available in a vertical console, for use where office space is at a premium.



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Classroom audio-aids can give students access to sources of important teaching materials . . . can place each class in closer relation to the school and the world around it . . . can help develop each pupil's critical faculties. Leading educators value the availability of:

Radio broadcasts: speeches; music; coverage of special events; interviews; important dramatic presentations; sessions of Congress; etc.

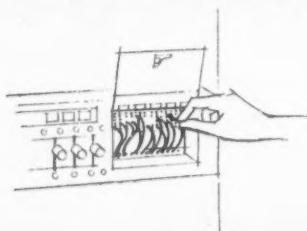
Recordings: from an ever-increasing fund of educational material on tape and discs.

Transmissions from other parts of the school: student musical programs; sports events; etc.

Recording and play-back facilities: for classes in choral and instrumental music; language and speech courses; drama workshops; etc.

All these audio-aids can be supplied by a single Executone classroom reproducer . . . the same instrument that handles time signal, alarm and intercom functions. With a standard Executone system, any combination of rooms—chosen by selector-switches—can receive either of two simultaneous sound transmissions. Reproduction is of unusually high quality. Where recording and play-back are desired, rooms need only be supplied with microphone and tape-deck jacks. Amplification takes place at the main control console.

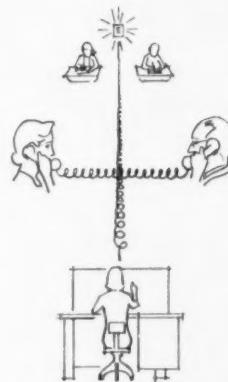
Save money & space in providing variable time programs



Classes with varying time requirements need no longer be subject to an inflexible set of signals. But conventional time-programming equipment—including independent crossconnect panels, relay racks, classroom buzzers and wiring systems—is bulky and expensive.

The Executone system includes a remarkably compact, easily accessible peg-board programmer—which allows each classroom to be placed on any one of six different time programs within seconds. This function is built directly into either standard console! The costly conventional system is eliminated.

Speed administrative action: relieve over-burdened staff



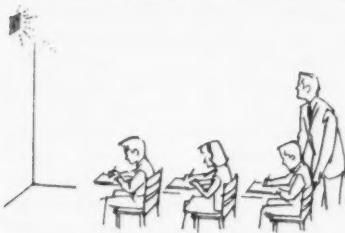
Freedom to teach—and to work more productively—is one of the best answers to the chronic shortage of teachers and administrative personnel. Time savings increase in direct proportion to the staff's communication capabilities. Today, these can economically include: A) 2-way electronic voice intercom . . . between the office and any classroom . . . with complete privacy safeguards. B) Private-line room-to-office and room-to-room intercom . . . with call origination from any point. The Executone system offers all the above, providing 2-way remote-reply intercom through each classroom speaker . . . optional private-line handset communication using an independent channel carried by the same wiring.

Preserve student discipline during unsupervised intervals



When teachers must leave their classes, the maintenance of discipline usually depends on the presence of a substitute. Faculty members may now be relieved of this non-productive extra duty. Unattended students can be monitored from the Office—through the Executone speaker—and notified by its open-line signal light that they are under remote supervision.

Preserve the continuity of classroom activities

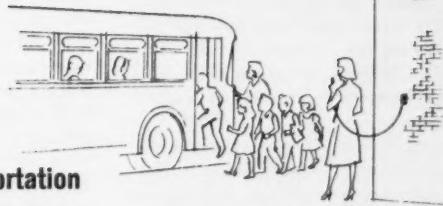


Communications in the modern school go a long way toward assuring uninterrupted class activities. But care must be taken that the facilities which make this possible are not themselves a disruptive influence. This is the case where calls make it necessary for teachers to drop what they are doing, to approach or handle equipment . . . or where a call interrupts a sound transmission.

Executone removes both of these contingencies. Through-the-speaker calls, for brief conversations, can be answered by the teacher from any point in the room—without raising her voice. And use of the optional handset channel for longer conversation prevents interference with concurrent sound programs.

Control student transportation

Teachers find it especially difficult to keep order—and prevent delays—when restless students must await loadings of homeward-bound school buses. This condition is relieved when children are permitted to play freely—until summoned to the loading area in proper groups and directed to their buses.



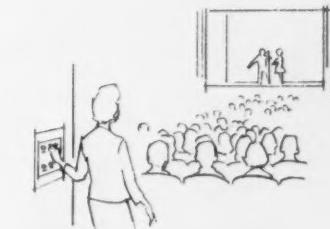
This can be achieved through an inexpensive adjunct to the Executone system: a microphone jack at the loading area and speakers at loading and congregation areas. Both microphone and speaker wiring run in the same conduit. The amplifiers at the main console are utilized. Any available microphone can be plugged in at dismissal time.

Prevent confusion and panic in emergencies

Leading administrators have long felt the need for greater control of student bodies in emergencies. They seek alarm signal facilities to augment standard fire alarm systems—for such special contingencies as air raids. To control student movements in critical situations, they wish to make it possible for any staff member to broadcast voice instructions—without having been trained in the use of sound equipment.



In the Executone system, the same components used to produce time signals will also provide supplemental alarms. Executone furnishes duplicate signal generators—for fail-safe standby duty. For follow-up voice instructions, after an alarm, a staff member need only touch the 'emergency' bar at the Executone console. This overrides all other transmissions . . . allows him to speak immediately to the entire student body.



Provide quality-controlled sound for audience activities

No audience facilities are so intensively used as those in the modern school. Auditoriums and gyms serve not only during the school day—but also for adult and community activities . . . for socials and special events. Sound reinforcement equipment must be designed to high standards. And controls must be efficient. Conventional microphone mixing units—because of A-C power, ventilation and space needs can seldom be situated where they do most good.

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(Continued From Page 124)

of history and other courses should include material on Russia, Asia, the Middle East, Africa and Latin America. Yet teachers are not encouraging the interest of students in these countries, particularly those not prepared to respond to this interest.

United States history should be intensive, rather than extensive, the New York schoolwoman advised, thus avoiding the boredom that often comes from repetition of the same material.

Communication Forum. All 15 section meetings on Wednesday forenoon were devoted to communication and related areas. Dealt with were speech education in elementary and high schools, listening, educational television, other modern communication devices, and services for the handicapped in speech and hearing. Also discussed were relations of speech education to English, mass media, theater and drama, human relations, international communication, and government programs in this area.

Training for Understanding. John Dietrich, chairman of the department of speech, Michigan State University, East Lansing, spoke of communication as a vital tool for democratic leadership in the world. Leadership is judged by ideas and the ability to express these ideas, he said. We can't survive in a

society if we can't communicate, and a society that cannot communicate cannot exist, since survival depends on communication, he explained.

Dr. Dietrich pleaded for an increased amount of speech training both at the elementary and secondary level "since it is a process through which and by which we improve our chances for survival in this age of decision."

Light and Enlightenment. When the projection machine is turned on there is more than light, provided also is enlightenment, said Charles H. Percy, president of Bell and Howell Company, Chicago, who appealed to board members and administrators to make full use of all educational resources.

Mr. Percy, who also is chairman of the board for the Fund for Adult Education, said that the use of audio-visual equipment and materials make instruction easier for the teacher and pleasanter for the student. Also, he said, visuals improve the retention value of what is learned.

The manufacturing executive cautioned against the planning of glass-built schools "just because it is the proper thing to do."

Mr. Percy stated that the present average salary of \$4700 for administrators and teachers is far too low, and advocated as a goal the doubling of salaries. While a few teachers thus

would unavoidably be overpaid at the beginning, eventually pressures would weed out the less competent, he said.

Since the audio-visual director is professionally equipped to tell a story in the most interesting and effective way to the local citizenry, his services should be used in planning the major selling job education has to do to the 180 million Americans, Mr. Percy advised.

Research and Development. "When educational research can claim only one-twentieth of what is being spent for farm research, isn't there a lesson for us in the contrast?" queried Ralph Lazarus, president, Federated Department Stores. Mr. Lazarus also is chairman of the subcommittee of the Committee for Economic Development, which recently published "Paying for Better Public Schools." He said the federal government is spending \$119 million for research in agriculture, which is plagued by surpluses, whereas the U.S. Office of Education, plagued by shortages, has only \$6.2 million available for its research. Although business allocates from 5 to 10 per cent of the annual budget for research, educational research and development comes to only about one-tenth of 1 per cent of the school budget.

Mr. Lazarus suggested a four-point program for providing school financing:

1. Immediate reorganization of small school districts. "Voluntary reorganization has failed, so legislation will be necessary. . . . Our study showed that an adequate school program cannot be conducted by a system having fewer than 2000 students."

2. Assumption by states of a larger share of school costs, distribution of funds to be made through minimum foundation programs.

3. Federal grants to "support public schools in those states where income per public school child is substantially below the national average." Such a program would probably cost \$600 million a year. The funds should be allocated without any restrictions that even suggest federal control of educational policy.

4. Better local, state and national organization of citizens who appreciate the need for improved education. Businessmen have a particular obligation.

Mr. Lazarus believes that a combination of the four suggested procedures will raise sufficient money in most of the states to preclude the necessity of "hastening to Washington for aid."

Education Goals. Faced with worldwide struggle for survival, the need for highly educated and trained citizens has never been greater, George Romney, president of American Motors Corporation, told board members from cities of more than 300,000 in population.

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"The desperate need of future generations for education vastly exceeding that of their forebears cannot be attained through any influence less powerful than the wholehearted cooperation of free citizens in providing the necessary public means and parental support," asserted Mr. Romney. "Primary reliance on national leadership and federal action could deprive our future educational program of the public understanding and support that is essential to achieving state, community and home attitudes needed for effective educational programs."

Mr. Romney cited the Detroit Citizens Committee as a good example of citizen interest and participation in the educational program. Of the 183 recommendations made by the committee to the local board of education, 141 have been adopted by the board and the rest are still under consideration. One result of the committee, with the help of the mass media, is that larger financial proposals of a "millage and bond character" were passed, whereas they had been defeated earlier.

"It is important that those concerned with education recognize the opportunity to get not only proper starting salaries for teachers but also proper compensation based on experience and merit," Mr. Romney declared. "And I am convinced that if that is going to be done, the teachers themselves must cooperate by recognizing that if this is a profession, they should approach the question of compensation on a professional basis; and that means that it cannot be approached on the same collective bargaining basis that is used in dealing with hourly wages."

"It is impossible in any human institution to compensate everybody on a basis of equality," said Mr. Romney. "Your children come home and tell you who the good teachers are, and their classmates tell you which teachers know how to teach and are dedicated to the principles of America. If the children can do it, it seems to me that the adults can do it."

Association Activities. In his annual presidential report to the convention, Robert E. Willis reviewed the following four association projects:

Membership. Excellent cooperation of leaders of the state school board associations of which N.S.B.A. is a confederation. Illinois led with 694 new member boards.

Information. Publication of the pamphlet, "What Price Double Sessions?" and a brochure, "You and the N.S.B.A." Plans have been developed for a 512 page, hard cover book to be compiled from convention papers and addresses dealing with the education for world leadership theme.

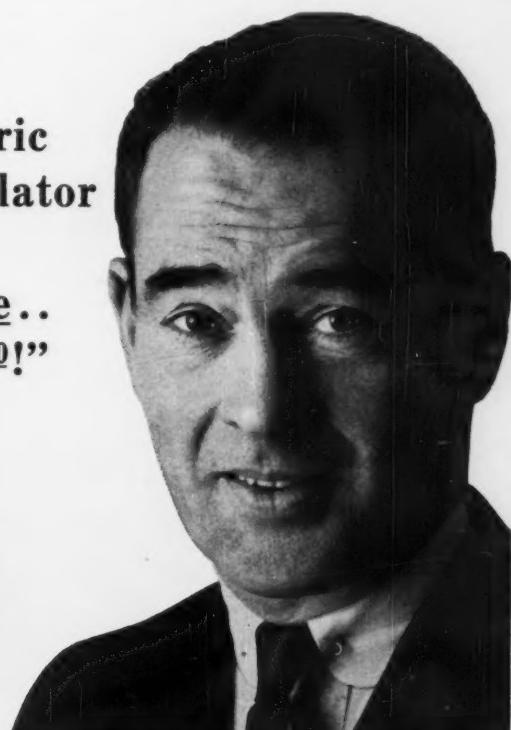
Cooperative Projects. (1) The N.S.B.A.-A.A.S.A. joint project on school system evaluation, now in its third phase; (2) continuation, with the A.A.S.A. and the N.E.A. Department of Classroom Teachers, of the evaluation of teacher competency; (3) a nationwide survey of school board statistics and practices in joint sponsorship with the U. S. Office of Education; (4) the N.S.B.A.-N.E.A. joint committee project on written school board policies, which recently published the Reference Manual on Written Board Policies. (The book will be reviewed at length in a future issue.)

Trusteeship. Assumption of the information functions of the former National Citizens Council for Better Schools, particularly distribution of publications still being requested. To help finance the work, the Fund for Advancement of Education has provided a grant of \$15,000.

School Administrators Participate. Among the superintendents and supervising principals who served as speakers, panelists, or discussants for one or more clinics and sectional meetings were:

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(Continued From Page 129)

president, American Association of School Administrators; **Douglass B. Roberts**, Glens Falls, N.Y.; **Wendell H. Pierce**, Cincinnati; **John Lester Buford**, Mount Vernon, Ill.; **Edward J. McCleary**, East Meadow, N.Y.; **William O. Fisher**, Orland Park, Ill.; **William A. Curtis**, Bellport, N.Y.; **Spencer W. Myers**, Flint, Mich.; **Walter L. Cooper**, Cicero, Ill., and **William A. Brish**, Hagerstown, Md.

State department of education representatives who participated were:

Harold J. Bowers, assistant superintendent of public instruction, Ohio; **Katsumi Kometani**, chairman, Board of Commissioners of Public Instruction for Hawaii; **Thomas J. Curtin**, director, Division of Civic Education, Massachusetts; **Hubert Wheeler**, state commissioner of education, Missouri; **Victor E. Pitkin**, consultant in citizenship education, Connecticut.

Officers, deans and department heads of institutions of higher learning who presented papers or otherwise were active in the discussions included:

Richard A. Harvill, president, University of Arizona; **Roald F. Campbell**, director, Midwest Administration Center, University of Chicago; **Jack R. Childress**, assistant dean, school of education, Northwestern University; **Elton Hocking**,

head, department of modern languages, Purdue University; **L. C. Larson**, director, Audio-Visual Center, University of Indiana; **Reynolds C. Seitz**, dean, law school, Marquette University; and **Parmer L. Ewing**, chairman, department of administration and supervision, school of education, New York University.

Others serving were: **Walter K. Beggs**, dean, teachers college, University of Nebraska; **Ralph W. Tyler**, director, Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; **N. A. Fattu**, director, educational research, Indiana University; **Preston E. James**, chairman, department of geography, Syracuse University; **Clarence W. Sorenson**, dean, graduate school, Illinois State Normal University; **Theodore Hsi-en Chen**, head, department of Asiatic studies, University of Southern California, and **Paul R. Hanna**, Stanford University, coordinator of the Philippine Department of Education-Stanford Contract for the U.S. International Cooperation Administration.

Still other university officials on the program were: **Howard E. Wilson**, dean, school of education, University of California at Los Angeles; **William C. Rogers**, director, Minnesota World Affairs Center at the University of Minnesota; **Robert T. Oliver**, head, department of speech, Pennsylvania State University; **Ralph G. Nichols**, chairman, department of rhetoric, University of

Minnesota; **J. Jeffrey Auer**, chairman, department of speech and theater, Indiana University; **Warren Guthrie**, chairman, department of speech, Western Reserve University; **Donald K. Smith**, chairman, department of speech and theater arts, University of Minnesota; **Stephen A. Freeman**, vice president, Middlebury College, Middlebury, Vt.; **Elise Hahn**, associate director, psychological services, University of California at Los Angeles, and **Karl F. Robinson**, chairman, department of speech education and director of the National High School Institute of Speech, Northwestern University.

Cooperating Organizations. A feature of the planning of the 60 group meetings was the cooperation received from other organizations whose interests are closely allied with the subject of this year's meeting. For example, the Speech Association of America cosponsored 12 convention meetings, at which their members spoke. Similarly, the National Audio-Visual Association helped develop nine clinic sessions and sectional meetings.

Among the associations and their speakers and/or panelists and discussants were the following, in order of their appearances on the program:

Glenn B. Sanberg, executive director, American Society of Association Executives; **Forrest E. Conner**, president, and **Shirley Cooper**, associate secretary, American Association of School Administrators; **Harold B. Gores**, president, and **James D. McConnell**, director, western research center (Stanford), Educational Facilities Laboratories, Inc.; **G. Alvin Wilson**, president, and **Charles W. Foster**, executive secretary, Association of School Business Officials of the United States and Canada; **W. W. Eshelman**, president, National Education Association; **Albert Marckwardt**, member, advisory committee of the foreign language program, Modern Language Association; **Austin J. McCaffrey**, executive secretary, the American Textbook Publishers Institute; **Adrian L. TerLouw**, executive secretary, School Facilities Council of Architecture, Education and Industry; **John R. Miles**, educational manager, Chamber of Commerce of the United States; **John Perryman**, executive director, American School Food Service Association, Denver; **John R. Mayor**, director of education, American Association for the Advancement of Science; **Robert H. Carleton**, executive secretary, National Science Teachers Association; **Harold P. Fawcett**, president, National Council of Teachers of Mathematics; **M. L. Frankel**, director, Joint Council on Economic Education, and **Harry K. Eby**, director of school relationships, Boy Scouts of America.

(Continued on Page 132)

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(Continued From Page 130)

Other program participants included: **J. Frank McCabe**, director, Key Club program, Kiwanis International; **Robert J. Blakely**, vice president, the Fund for Adult Education; **Mrs. C. Wheeler Detjen**, chairman, committee on high school service, National Congress of Parents and Teachers; **Robert A. Luke**, executive secretary, National Association of Public School Adult Educators; **Ewald Turner**, immediate past president, Department of Classroom Teachers, N.E.A.; **Rolfe Lanier Hunt**, executive director, Department of Religion and Public Education, National Council of the Churches of Christ; **Robert A. Manchester II**, secretary-treasurer, Associated State Boards of Education of America; **Gill Robb Wilson**, president, and **Frank E. Sorenson**, chairman, Aerospace Education Council, Air Force Association; **Chadwick F. Alger**, director, Workshop in International Relations, Secondary School Social Studies Teachers; **James M. Becker**, director, foreign relations project, North Central Association of Colleges and Secondary Schools; **Charles H. Percy**, board chairman, the Fund for Adult Education; **Kenneth G. Hance**, president, Speech Association of America; **Wallace Smith**, member, board of directors, Secondary School Theatre Conference, and immediate past chairman, Secondary School Project of American Educational Theatre Association.

Other organizations which in one way or another contributed to the N.S.B.A. convention program included:

American Academy of Pediatrics, American Association of School Librarians, American Institute of Architects, American Medical Association, Canadian School Trustees Association, Council of Chief State School Officers, Girl Scouts of the United States of America, National Safety Council, National School Supply and Equipment Association, Office of Civil and Defense Mobilization, U.S. Office of Education, and U.S. Department of Agriculture.

Registration. The Chicago meeting was the third "independent" meeting of the N.S.B.A. Meetings prior to 1958 were held in conjunction with the annual convention of the A.A.S.A. The organization has existed officially since 1949, but school board members have met annually since 1940, hence the designation of the Chicago meetings as the 20th annual convention.

For the last 10 years (including the first two independent meetings at Miami Beach and San Francisco), convention registration increased 50 per cent or more each year. The first decline came this year for the following reasons, as explained by William A. Shannon, N.S.B.A. executive director:

While the Chicago convention registration of 2958 was down 547 from the

1959 figure, registration from outside the convention state showed a gain of 259. The over-all decrease was occasioned by the fact that the Illinois membership registration amounted to only 692, compared with last year's California registration of 1498, a difference of 806. Estimated attendance, including non-registered visitors and guests, was placed at 6000 for 1960, compared with 5000 for 1959.

Future Conventions. Next year's meeting will be held in Philadelphia May 4 through 6. Future convention dates are as follows: St. Louis, April 12 through 14, 1962; Denver, April 28 through May 1, 1963; Minneapolis-St. Paul, April 26 through 29, 1964, and Boston April 2 through 7, 1965.

School Plans. Architects whose exhibits were selected for showing at the A.A.S.A. convention in Atlantic City also were invited to exhibit at the National School Boards Association meeting. Two hundred and eight mounts and models were displayed for the school board members.

New Officers. The 1960-61 president of N.S.B.A. is Roy O. Frantz, Pueblo, Colo., merchant. As first vice president this year, he served as general convention committee chairman. He also is on the national board of the Y.M.C.A.

Theodore C. Sargent, general manager of an electric products company of Swampscott, Mass., was advanced to the first vice presidency.

Cyrus M. Higley, a banker from Norwich, N.Y., and three-term N.S.B.A. treasurer, was elected second vice president.

Mrs. Fred L. Paul, a registered nurse from St. Paul, was elected treasurer.

Eight regional directors also were named for terms ranging from one to three years, including two designated to complete terms of previous directors.

Robert E. Willis, the retiring president, automatically continues as a member of the 20 member board of directors.

Evaluation. Electronically processed reactions of members to the carefully organized 1960 program indicates a high degree of satisfaction. Plans are under way, however, to provide in the 1961 program at Philadelphia more time for delegates to become acquainted with the convention city.

When asked for a statement evaluating the convention, William A. Shannon, N.S.B.A. executive director, replied: "After careful evaluation of the convention by hundreds of school board members, we have found, with a few exceptions, that the members were commendatory toward the high quality of the general session speakers, inspiring and knowledgeable sessional speakers, panelists and discussants."

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Thayer Defines Current Critical Issues in Education

THE ROLE OF THE SCHOOL IN AMERICAN SOCIETY. By V. T. Thayer. Dodd, Mead and Company, 1960. Pp. 530. \$6.

Last month this column left almost untouched Part IV of Dr. Thayer's new book. Because the last nine chapters deal with current critical issues, they are probably of most immediate interest.

The chapter, "Public Education Under Fire," remarks that while most of the earlier indictments were of local origin and reflected a healthy concern for the schools, in 1950 we entered on a period of obviously concerted and widespread attacks by hostile interests and by cranks. The propagandist nature and tactics of these assaults were exposed by Robert Skaife of the N.E.A. Defense Commission in a series in *The Nation's Schools* in 1951.

The charges against the schools, often short of evidence but full of vitriol, were leveled chiefly at supposed neglect of the 3 R's, irreligion and Communist subversion. William H. Burton replied that 275 separate studies showed that the 3 R's were more effectively taught than ever before in history.

Frank Freeman of Cornell demonstrated that until 1890 college courses did not make "as great demands upon the mental abilities of their students as does the average academic high school of today." Dr. Thayer concludes that while the evidence refutes the charges, "the educator has learned that educational discussion is no exception to the rule that persistent repetition of error can overcome well documented truth."

Footnote to a Footnote. Among cited attacks made on the loyalty of the schools during the hysteria of the McCarthy era, Dr. Thayer quotes from a syndicated column by George Sokolsky on "You Need To Know What the Teacher Believes." He footnotes this statement as appearing in the *Rochester Times-Union* of Dec. 28, 1951. I happen to know that one well.

The editor was fair-minded and gracious enough to withhold publication until I could write a reply to appear on the same page. I spent all Christmas Day with typewriter and coffee pot. I don't know how effective my answer was. Of course, it was not syndicated.

I do know that a little later Jim Campbell of the *Rochester Democrat and Chronicle* won a national newspaper award for an editorial on "Our Teachers Must Not Be Afraid To Teach."

Charges and More Charges. Next came the accusations of anti-intellectualism, the Lynd, Bestor and Dorothy Thompson indictments, and even the dictum of Walter Lippmann that we have so far removed those studies of Western culture which produced the modern state that we no longer possess the ideas or the values of that culture. John Dewey became the whipping boy, especially by those who hadn't read John Dewey.

There were many school people to concede that the curriculum was out of joint, but the nostalgic pains of many of the critics displayed a yearning for the good old quadrivium and trivium unamended, rather than for a new synthesis that would both recognize change and still cleave to permanent values.

On top of all this came the shame of Sputnik, our alleged weakness in science, and the assertion that youth had gone soft with our full connivance. In particular, we were accused of wronging the nation by not doing right by our gifted students. As Dr. Thayer sees it, there is substance to these criticisms.

Yet the author holds to the need for a differentiated curriculum, insisting, for example, that "the science which beckons the future research worker is by no means identical with that required for the more practical-minded farmer or engineer." He also wants us to regard science not as a form of magic for producing rare inventions and convenient gadgets or a mere tool for the solution of problems, but as a disciplined way of thinking and living that has profound implications for democracy.

The Wall. In a cautious but firm exploration of "Church, State and Public Education," Dr. Thayer traces the story in America from the days when "even in the Virginia of Jefferson and Madison, a Christian who ventured to deny the Trinity was subject to three years' imprisonment, and if a parent, he might be denied the custody of his own children."

(Continued on Page 138)

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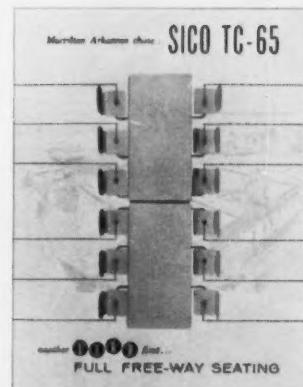
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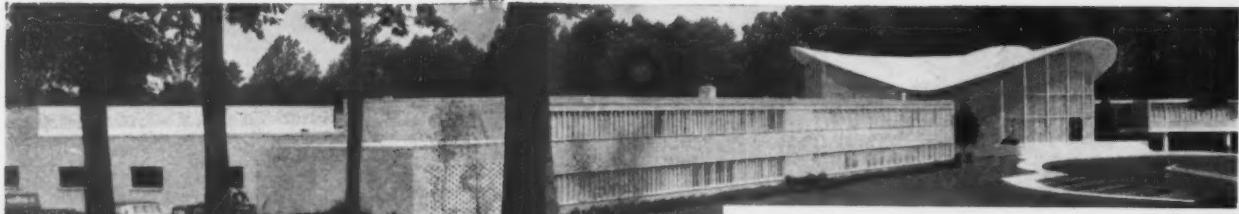
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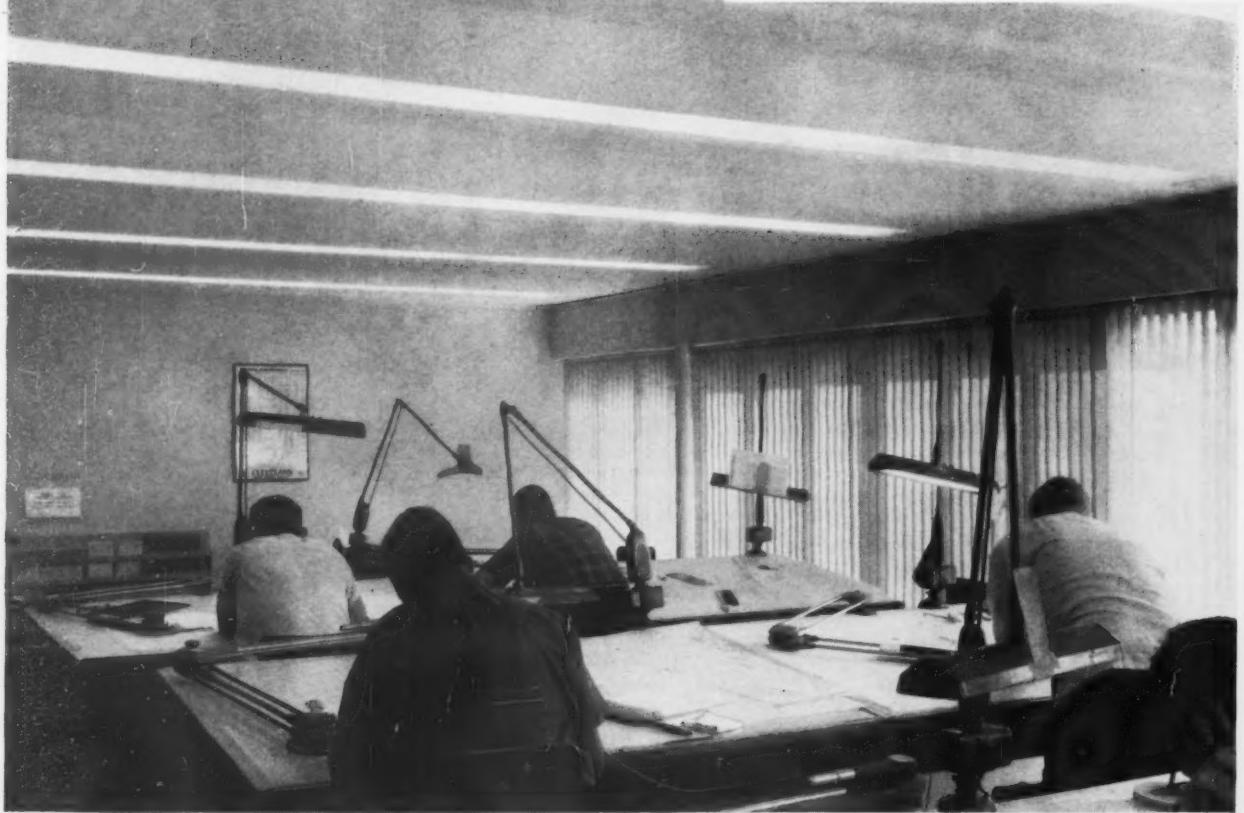




Atlantic Research's recently built research and development facility in Fairfax County, Va., uses Mahon Long-Span M-Deck (Sect. M-2SR) throughout as a combination component—metal roof deck, acoustically treated ceiling and integrated troffered lighting. Campus-like building design is a radial-wing structure . . . selected for easy expansion of the missile and rocket firm. Long-Span M-Deck from Mahon was selected for its versatility, construction ease . . . and low cost.

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Interior view of one of Atlantic Research's engineering sections showing ceiling side of Mahon Long-Span M-Deck—attractive, functional and noise proofed. Troffer lighting M-Deck sections harmonize with surroundings—provide diffused, glare-free illumination.





Cross section of Mahon Long-Span M-Deck combined roof-ceiling with troffer lighting and acoustical treatment.

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(Continued From Page 134)

In his rehearsal of the arguments and decisions bearing on the Wall of Separation, perhaps his most telling point is that the Founding Fathers showed clearly that they intended the First Amendment to prevent not only an established church but fiscal support of any and all churches. This they did by repeatedly defeating attempts to write the amendment in such a way that, so long as one religion was not preferred to another, it would explicitly permit aid to religion or religions generally. Between 1776 and 1781 nine of the original 13 states wrote provisions denying funds to religious bodies into their own constitutions. The other four followed between 1810 and 1833.

That the secular public school has hardly militated against the spread of religion is shown by increasing church membership. When the Constitution was adopted, only 4 per cent of the population was affiliated with any church. Today there is 50 per cent affiliation.

Against the two-way sharing of school monies, as in some parts of Europe and Canada, Dr. Thayer speaks of our 256 religious sects that are all entitled equally to share. As against the European type of state or church domination, he points to our local autonomy under which 85 per cent of the school boards are elected by the people. In regard

to public funds for auxiliary activities, he has no question about health services, but he is dubious about furnishing transportation and textbooks to parochial schools.

What place has religion in public schools? Ideally, classroom consideration of the values of religion, institutional and personal, should help members of one denomination to view more sympathetically and generously the adherents of another. But to be fair such consideration would need also "to examine the grounds that impel equally sincere people to seek the solutions of life's problems in unconventional formulas."

Freedom To Learn. An N.E.A. committee reported in 1951 that voluntary censorship (the ruling out of controversial books and subjects of discussion) by administrators and teachers is a far more insidious force than the overt acts of boards and legislatures. Are we to educate always for conformity? Too many have left school and college believing "that a major purpose of education is to mold men's minds rather than to impart a discipline which will enable young people to become in fact the architects of their own future."

To exclude controversial problems from the curriculum is to ask our schools to commit educational suicide. The same

is true with textbooks. Our major task here is that of "educating the public to a full understanding of the educational functions the classroom and library are to serve." But this does not mean that educators should set themselves up as sole judges of the fare provided by the school.

"The solution of the problem of community participation turns upon the avoidance of two extremes, a professional insulation which deprives the young person of significant interrelationships with his social as well as his natural environment . . . and the erasing of all distinctions between lay and professional responsibility in determining the content and method of instruction," according to Dr. Thayer.

The same sane realism pervades the chapter on the teacher's freedom. This is especially notable in the following paragraph:

"Nor is the role of an instructor of boys and girls at the hero worship stage identical with that of a college professor. In the first instance, the teacher must be mindful of the tendency of young people to idealize his behavior and to use what they believe they see in the structure of his personality (qualities often read into his person by the admiring pupil rather than actually being present there) in the building of their own personalities. This suggests a circumspection with respect to ideas expressed, a deliberate effort to highlight the details of democratic methods of thinking and of living, and perhaps a more conscious practicing of what one preaches than is demanded of a teacher on the college and graduate levels."

Respect for the personality of the growing individual precludes molding others in the image of a teacher's own ideas and personality. Otherwise the student is not free to learn. Neither is the teacher free to teach if he is affiliated "with any organization or pressure group, be this religious, political, economic or social," which presumes to dictate to him what and how he should teach. No Communists in the public schools, please. And this is not to defend our sad record of due process violation and purgings by association, which in this book is most vigorously excoriated.

Another Kind of Wall. In discussing issues of race and school segregation Dr. Thayer reveals some curious sidelights. We once had a complete set of civil rights by Act of Congress in 1875. It included equality of treatment in restaurants, theaters and transportation. It lasted only eight years; in 1883 the Supreme Court held it to be unconstitutional. A Massachusetts law of 1849 held that all persons are equal under the law. But under it a Negro child was denied the right to attend the nearest school,

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the court holding that "when the great principle of equality come to be applied to the actual and various conditions of persons in society, it will not warrant that men are equally clothed with the same civil and political powers but only that their rights are equally entitled to the paternal consideration of the law." "That is, according to the court, equality is a philosophical rather than a practical principle!" says Dr. Thayer.

But the author finds that in spite of the law's delays and the politicians' dallying, progress in Negro education (generally under the separate but equal theory) has in the last generation bordered on the miraculous. Harry S. Ashmore has stated that while in 1916 there were 69 Negro high schools in the South with a total of less than 20,000 students, Negro school attendance increased from 1940 to 1950 by 218,000. This happened in a decade in which more than a million Negroes left the South. Meanwhile their numbers in the southern states increased in those years by only 1.5 per cent as against an increase of 56 per cent in the Negro population of the rest of the United States. Negroes in Oklahoma, Arkansas, Mississippi, Kentucky, Georgia and Alabama actually declined in numbers. And all this time the white population of the South was growing faster than in the country as a whole.

Dr. Thayer appraises progress under the various methods of desegregation employed since the Supreme Court decision of 1954, both in and out of the southern states. He concludes: Totally viewed, desegregation has progressed with less strain than expected; success has been highly correlated with foresight and good planning, as in Louisville, Ky.; there has been little resistance on the part of student bodies, and that little was provoked chiefly by adults and outsiders, and (this will surprise many) less success with gradual than all-at-once measures. Gradualism seems to prolong the agony and to inhibit organized efforts to ease the process. Dr. Thayer calls for wider recognition of the difficulties that exist outside the classroom.

Realistically, he says: "The experience of a colored child in an integrated school in which his white brother enjoys the advantages of superior class status can be as harmful as segregation. . . . It is questionable whether the effects are not as serious, if not more so, than normal relations with his fellows in a segregated school . . . Once segregation ends the problem of integration begins!"

Federal Aid? Some 30 million Americans move each year to new homes, 5 million of them across state borders. The ability and the willingness of states, as

well as localities, to support education varies widely. The security and prosperity of the nation depend on the trained intelligence of its people.

Of all taxing agencies the federal government alone has power to supplement in sufficient amount and to equalize local and state support. Under the Constitution final responsibility for maintaining schools continues to reside with the states. But the interest of the nation mounts; it can brook no neglect.

Federal grants allocated to the states seem to be the obvious answer — if state control does not then give way to federal control, if state and local initiative is not then undermined, and if it can be demonstrated that state and local resources are in truth not equal to the needs. Some believe that even if states and localities could and won't or don't, the job is too urgent to wait on their reluctances or on the prior or concurrent solution of certain other issues, such as integration or the support of nonpublic schools, which always seem to be brought into the federal aid question.

Testimony as to the need is confusing. A representative of the National Merit Scholarship Corporation tells a House committee that 97 per cent of the top 7500 high school graduates got into and stayed in college in 1950; 95 per cent of the next 7500 did the same. The U. S. Commissioner of Education

testifies that in the same year 40 per cent of the upper 30 per cent of high school graduates did not go on to college on a full-time basis, and 20 per cent did not enroll at all. The 15,000 seem to be doing all right, but they are less than 2 per cent of our college enrollment. What is wrong just below that level? We need better statistics and agreement as to their meaning. But we also need to agree on principles before we can reach a sound decision on federal aid.

The author leaves us with a series of guide questions: Is government an agent of the people, created and designed to realize purposes that individuals cannot attain for themselves? Or is government essentially an external instrument with certain limited purposes only, the healthy performance of which is conditioned upon keeping its functions to the minimum?

Sometimes one could wish that Dr. Thayer had flatly answered all such questions for us, even that he had included a summarizing chapter called "My Platform." But, good teacher that he is, he expects some work from the class. Sage philosopher that he is, he knows that only time and the tide of our collective thinking can give the answers. His plea is for an open society in which men are encouraged to think.

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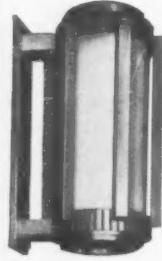
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Report from WASHINGTON

By EDGAR FULLER

CONGRESS may allow federal telephone tax to expire. New York provides example of how states may apply revenues to schools.

Before the end of June the House ways and means committee will recommend whether the 10 per cent federal tax on local telephone service shall be extended for another year as recommended by the Administration. Involved nationally is an amount estimated at more than \$450 million a year. Governor Rockefeller of New York has sought support in high places. President Eisenhower has turned him down, but a number of governors from other states are trying to persuade Congress to relinquish the tax. Congress can do this by mere inaction, which is veto-proof.

New York State has passed a "stand-by law" which authorizes its counties and New York City to enact a local 10 per cent tax on telephone service, provided Congress allows the

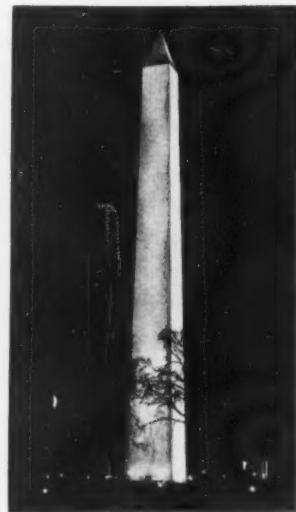


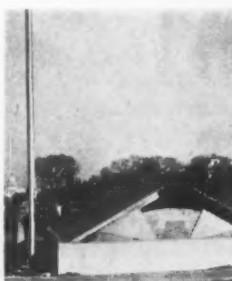
Photo by Abbie Rowe, Courtesy National Park Service

federal law to expire. If all New York school districts should have an opportunity to do this and take advantage of it, around \$70 million would be raised for schools.

The New York legislature did not trust the county boards of supervisors to levy the tax as it does in the case of other taxes. The legislature feared the tax might be so politically unpalatable that the county commis-

(Continued on Page 142)

FLOODLIGHTING the Washington Monument with DC rather than AC current was assigned to McLeod and Ferrara, architects, and Kenneth W. Cobb, consulting electrical engineer of Washington, D.C. Some of the mechanisms used to throw a continuous and large amount of light over a long distance are shown in the pictures below. One of the main floodlight vaults is shown at left. By this arrangement, bulky objects are made inconspicuous by day. A close-up view of the floodlights housed in the vaults is shown in center. The fixtures on the door throw light down. These vaults are 100 feet from the base of the monument. The pyramid problem was solved with "toadstools," shown at right. They're 15 feet high and 6½ feet in diameter on the top. The finished job is pictured above. To make the corner visible, voltage regulation for the banks of lights in pairs was provided. There is one regulator for the north and south sides; one for the east and west. Thus, levels can be adjusted easily and changed, just as they change daily under varying sunlight.



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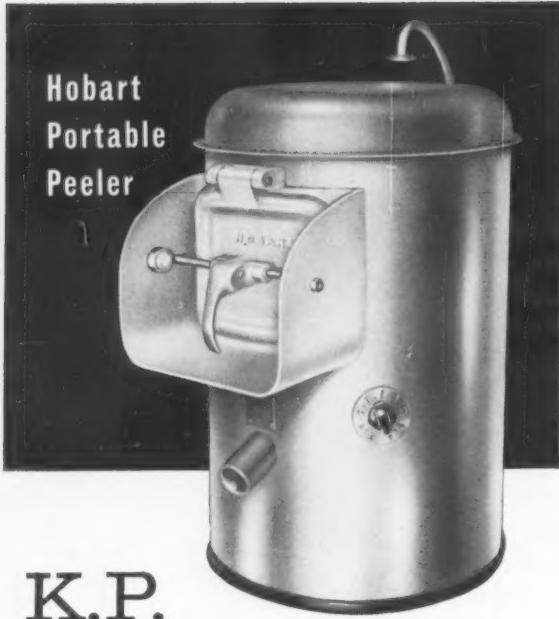


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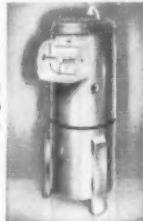
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Report From Washington

(Continued From Page 140)

sioners would refuse to levy it. This responsibility was placed on boards of education, on the assumption that they would be willing to take the political brickbats to help the schools. School board members have smaller stakes in partisan politics than most county supervisors. For rural boards the eventual levy of taxes would be a responsibility not before assumed.

The New York statute, however, makes it anything but easy for school boards to recapture the 10 per cent tax on local telephone service as a local tax. The school board must hold a special hearing in the community after due notice, giving a reasonable opportunity for the expression of views by the citizens. Then it can levy the tax by a majority vote, but a majority of the public school children in the county must be represented by the majority of the board. The resolution must be filed with the state commissioner of education by June 30, who in turn must notify the telephone companies concerned.

New York school boards have been urged to qualify on a stand-by basis by holding hearings, and most are expected to do so. Should Congress relinquish the tax, all states would have a tax source that could be immediately utilized as a state or local tax with no net increase in the total tax burden. Educators and citizens interested in funds for schools could well be prepared to follow the example of New York if this situation occurs.

U.S.O.E. preparing report on national goals for building and staffing public schools.

The U. S. Office of Education is preparing an extensive report on national goals for the staffing and construction of public elementary and secondary schools. Representatives of numerous national groups have been consulted, sometimes with Secretary Flemming himself presiding.

The goals will resemble those of the 1955 White House Conference on Education, the Rockefeller Report and other examples, but with more factual substantiation.

When asked about financing the achievement of these goals, Secretary Flemming promised that the Office of Education would soon be at work estimating fair shares for the local, state and federal governments. These conclusions are awaited with interest.

NEW ASSOCIATION of state boards of education organized. Will meet annually, regionally.

A new national organization, the Associated State Boards of Education, recently came into existence. It is an independent organization composed of the state boards that are concerned primarily with public elementary and secondary schools. Membership is voluntary. A majority of the boards are expected to become members.

The association's purposes are to strengthen education by encouraging its continuous support by the public; to improve public schools and other educational institutions; to provide opportunities for state boards of education to study problems of mutual interest and concern in the states; to improve communication and cooperation between state boards of education and all others who may be legally responsible for education, and to formulate policies for present and future financial support of education.

The new organization will hold its annual meeting at the time and place of the annual meeting of the National School Boards Association, together with regional meetings with chief state school officers, planned in collaboration with the Council of Chief State School Officers.

Anna C. Petteys, vice chairman of the Colorado state board, is the first president. Robert A. Manchester Jr., Ohio state board, is vice president, and Henry Stewart of Georgia is secretary-treasurer.

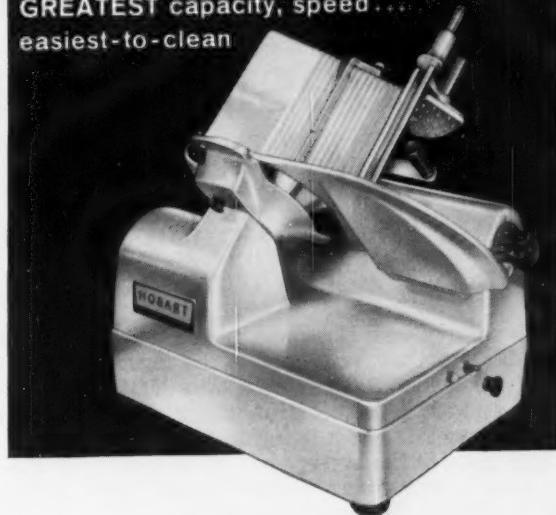
GENERAL MEDARIS offers palatable thoughts on mixing education and training. Electronics is one answer in languages as well as social sciences.

The other day we had a long luncheon with recently retired Gen. John Bruce Medaris of missile fame. Like Vice Admiral Rickover, he believes that education will largely determine the nation's future.

The general is full of ideas about how electronics in various forms can be used to improve instruction. He believes these tools can present subject matter expertly and in stimulating and timesaving ways. He defines this part of the teaching process as *training*. *Education*, to the general, is the process of discussion and thinking that synthesizes *training* into ideas with basic meanings for human so-

(Continued on Page 146)

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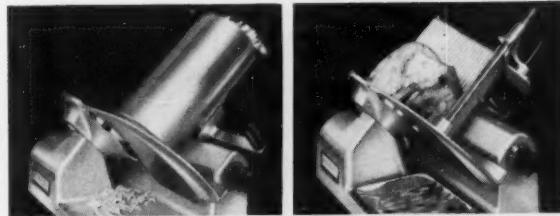
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(Continued From Page 143)
ciety. Education is achieved through student-teacher rapport in thinking on the factual basis that training does provide.

We probed this educational armor. How well can education take place when the electronic lecturer brushes aside teacher-student discussion until after the end of the lecture? Is the value of immediacy lost? Should the student sit through the electronic presentation, which is mostly training, and then proceed to education on the basis of notes and memory, or does the value of immediacy make it important to verify and review at any point and, thus, achieve education as opportunities arise?

To our surprise, General Medaris asserted that training and education come mixed, and that electronic learning tools should be mechanically flexible enough to yield immediately to student readiness for education. Discussion should not wait, and playback to settle questions of fact is desirable. This raises questions about the role of educational television, where playback for clarification and immediate discussion is ordinarily impossible. The general believes that open-circuit ETV can provide val-

able orientation, survey and supplementary materials, but that it is less valuable for "intensive education."

"Intensive education" is the key to the general's educational thinking. He judges the relative value of methods of training by the quality of student attention and effort given to learning. He told us of an experiment in training in which he presented a 40 minute lecture and recorded the retention of its content by the students. Then without removing any meanings at all, but by eliminating pauses and repetitious words, he cut the lecture to a concentrated 28 minutes. Matched groups of students learned and retained more information in 28 minutes without these distractions than in the original 40 minutes. Since the teacher in the classroom can rarely make such carefully prepared presentations, the electronic training can leave more time for education and lay a better foundation for it.

For intensive education, electronic means are used more in teaching modern foreign languages than in any other field. General Medaris believes that mathematics and the sciences are especially adaptable to similar methods, with superior learning

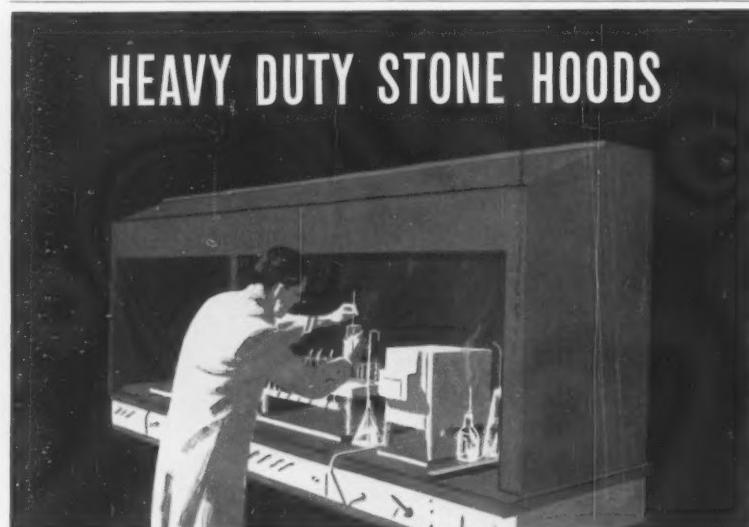
of better presented facts and more time for education as a result. He has more doubts about the social sciences, but after reflection we cannot agree.

We believe that training in the Medaris sense, with excellence at each level of difficulty, is even more urgent in government, history and economics than in science and mathematics. If the general is right in saying that electronic presentations should be used more for training than for education, they should be utilized most in those subjects in which factual knowledge is least precise and most difficult to present cogently.

The courses that many high school students regard as "snaps" could be improved if the teachers had expert help in factual presentation through electronic means. This would combat current student ideas that close attention isn't necessary in the social sciences, that vagueness is unavoidable, and that here one can bluff his way. It may be more difficult to develop electronic aids in such subjects as government, history and economics. Probably needed are more time, effort and expense than has so far been given.

TEACHER SHORTAGE is still acute. High schools not so bad off, but elementary schools continue to suffer, N.E.A. reports.

The N.E.A. Research Division reports that the outlook for this September is a nationwide shortage of 135,000 teachers, about the same as last year. Special efforts in recent years to prepare high school teachers in the sciences, mathematics and modern foreign languages are showing results, and the most serious shortage remains in the elementary schools. There has been an increase of 12.4 per cent in the number of new high school teachers, while new prospective elementary teachers have increased only 2.1 per cent.



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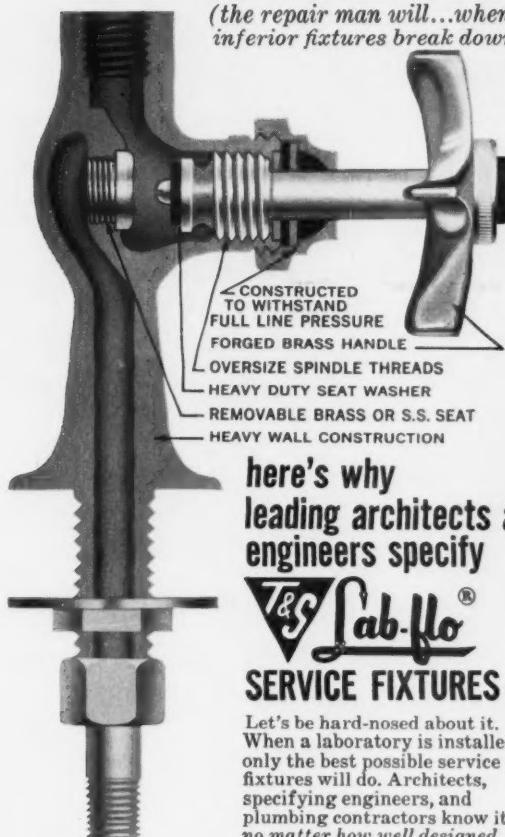
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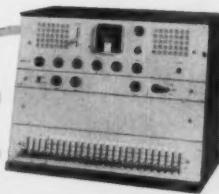
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NEWS IN REVIEW

Catholics Indulge in Self-Criticism, While Shooting for Excellence in Parochial Schools

CHICAGO. — Current charges that American Catholic educators are not intellectualists and that Catholic parochial schools are motivated to improve merely to keep up with the Joneses (the public schools) undoubtedly led to program emphasis on *excellence* at the Catholic Educational Association convention held here April 19 to 22.

Such criticisms, coming from inside as well as outside the Roman Catholic Church, were often acknowledged in this convention and, by several brilliant papers, partially refuted.

Keynoter was the Rev. Walter J. Ong, S.J., of St. Louis University. Said the Jesuit professor of English: "Unless he has the sense of being in a world faced resolutely into the future, no man today can be said to have a really liberal education.

"Global planning is with us for good. Once the future shows itself to us, as it has done, we have to meet it with some plan. Planning for the entire human race involves us in reaches of future time which to other ages were unthinkable. We cannot concern ourselves with the future of the human race in terms of only 10 years or 20 years or even a thousand years. We, of course, build immediate plans on some such scale, but these plans themselves inevitably set up

around themselves a frame of reference running into hundreds of thousands of years."

Returning the delegates to planet earth in the Sixties, the closing speaker, Sister Bertrande Meyers, D.C., president of Marillac College, Normandy, Mo., urged teachers in Catholic schools and colleges to concentrate on turning out at least one intellectual a year.

Turning out excellent teachers is an essential part of progress, according to Sister M. Celine, C.S.J., of St. John's College, Cleveland. She held that "to

(Continued on Page 152)

Administrator Accused in Student Paper Fraud

NEW YORK. — One of the six persons arrested and charged with ghost writing term papers and theses for college students here was the assistant principal of P.S. 27 in Brooklyn, Morris H. Needleman, the *New York Times* reports.

For the last 10 years, the district attorney declared, Mr. Needleman has operated the Educational Research Association. Mr. Needleman has been relieved of his school administrative assignment, until the case has been disposed of in the courts, but is still on

the personnel division of P.S. 27. Out of the 25 students who used the ghosting services of the six defendants, nine are teachers in metropolitan New York or in the state. Cases of the students who used the services or had been tempted to use them will be studied individually before their schools are informed of their violations of the state education law.

Private, Parochial Schools To Get Free Bus Service

ALBANY, N.Y. — A bill requiring school districts in this state to provide free transportation for private and parochial school children has been approved and signed into law.

An existing arrangement permits school districts to provide transportation for private school pupils on a voluntary basis. Where school boards refuse to provide the transportation, the commissioner of education has the power to require it.

To become effective Sept. 1, 1961, the new law requires that transportation be provided for all pupils living up to a distance of 10 miles from school. Previously bus transportation had not been required for pupils living beyond 8 miles.

Critics of the bill feared that it violated the constitutional separation of church and state to some extent by making the transportation of parochial school pupils mandatory rather than optional.

But parochial school parents have argued that their children are entitled to the transportation and that they should not have to plead for it as though it were a special favor.

Ohio State Will Certify Administration Specialists

COLUMBUS, OHIO. — A program of graduate professional study in school administration for persons who do not contemplate a doctorate will be inaugurated at Ohio State University.

The master's degree is a prerequisite, and those who complete the program satisfactorily will receive a certificate as specialist in educational administration.

Office of Education Names Regional Representatives; All Nine Appointees Are Former School Administrators

WASHINGTON, D.C. — Nine field representatives have been appointed to newly established regional offices of the U.S. Office of Education.

They will be responsible for coordinating office services and will work closely with state school officials, universities, educational groups, and federal agencies. The new representatives will consult with federal agencies in the regions on such problems as mental retardation, juvenile delinquency, child health, rural development, and civil defense.

Donald C. DeHart was assigned to the field station in Boston. He has

served as supervising principal in a Pennsylvania district comprised of 53 schools and as associate professor of education in the graduate division at Rutgers University, where he established and operated a curriculum laboratory. With U.S.O.E., he has worked with the programs for the transfer of surplus federal real property and equipment to schools, colleges and universities and for assistance to schools in federally affected areas.

Herman L. Offner, appointed to the regional office in New York, has served as supervising principal at Dayton, Pa.;

(Continued on Page 150)



Garrison



Seifert



Offner



Smith



Baber



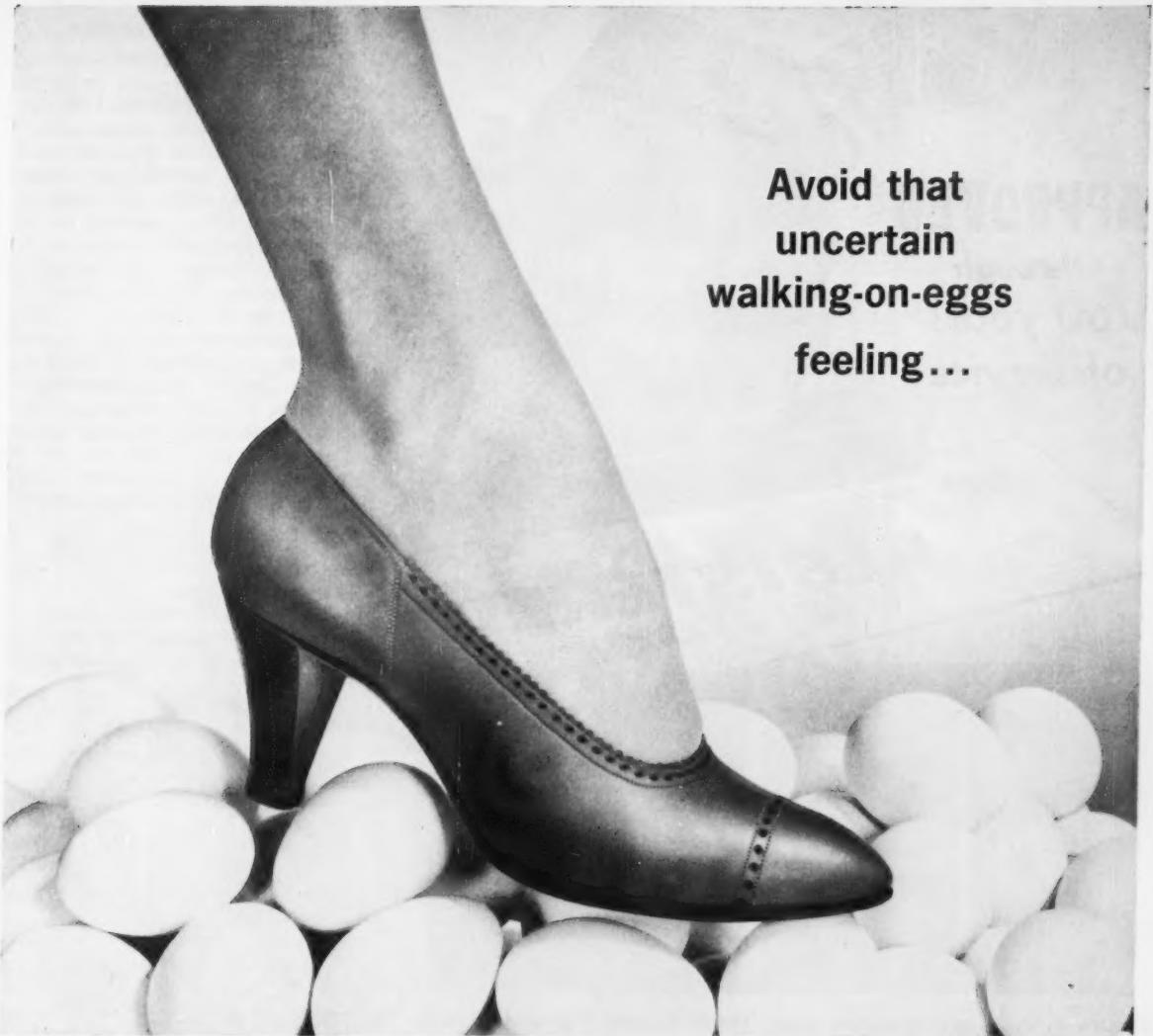
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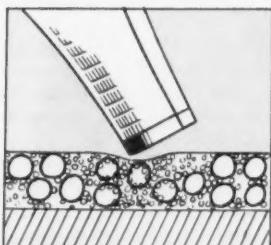
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Coloradoan Remains Head of State Boards Organization

CHICAGO. — Anna C. Petteys, Sterling, Colo., continues as president of the Associated State Boards of Education. She was reelected at the annual meeting held here concurrently with the 20th annual convention of the National School Boards Association, April 24 through 27. Mrs. Petteys is vice president of the Colorado State Board of Education.

Robert A. Manchester II, Youngstown, Ohio, was elected vice president, and Henry A. Stewart, Cedartown, Ga., secretary-treasurer. Six regional directors also were named. Pressing problems discussed included: school district reorganization, financing education, and the administration of the National Defense Education Act.

U.S.O.E. Representatives

(Continued From Page 148)

supervisor and director of teacher education at Pennsylvania State Teachers College, Edinboro; education consultant to the U.S. Department of State for Germany, and dean of instruction for Pennsylvania State College.

Carl E. Seifert has been head of the department of education at Beaver College and Wilson College in Pennsylvania and executive secretary of the Pennsylvania State Association of Colleges and Universities. Going to the Charlottesville, Va., office, Dr. Seifert also held the position as deputy superintendent of the Pennsylvania State Department of Public Instruction.

One-time commissioner of education for Tennessee, James M. Smith is the U.S.O.E. representative at the Atlanta station. He was director of instruction for Memphis city schools and has been president of Memphis State University.

Appointed to the Chicago office, Eric R. Baber has been superintendent of schools in Perry and Mio, Mich., and administrative director and superintendent-elect at Waukegan, Ill. He has served as director of student teaching at Kansas State Teachers College, Emporia, and director of the Alton Residence Center of Southern Illinois University.

Ralph Becker was an elementary school principal, director of secondary education, and superintendent of schools for Evansville, Ind. Dr. Becker was responsible for the supervision and administration of the cooperative teacher training program of student teachers involving Evansville College, University of Indiana, and Purdue University. He accepted the position as field representative in Kansas City.

Hollis A. Moore Sr. was assigned to the station in Dallas. He has been a school administrator in Missouri, Colorado and Texas. Dr. Moore was a member of the first Seminar on Contempo-

rary Education for School Administrators making a six-week study of education in France, Belgium and The Netherlands in 1959.

Lloyd A. Garrison, delegated to the Denver regional office, has been an administrator in Colorado and Nebraska and research specialist for the Connecticut State Department of Education, Hartford. He was a Fulbright lecturer and consultant for higher education in Columbia, South America.

Named to the field station in San Francisco, **Richard B. Farnsworth** has served as elementary school superintendent in Sacramento, Calif. He was elementary schools officer with General McArthur in Japan and chief of the education staff on the Point Four mission to Beirut, Lebanon. Mr. Farnsworth was deputy chief of the education division of the State Department's International Cooperation Administration before he accepted the position with U.S.O.E.

Science Teachers Told They Have Double Mission

KANSAS CITY, Mo. — Science has broken the sound barrier; education must break the thought barrier. The latter is the science teacher's job, it was agreed at the National Science Teachers Association convention held here March 29 to April 2.

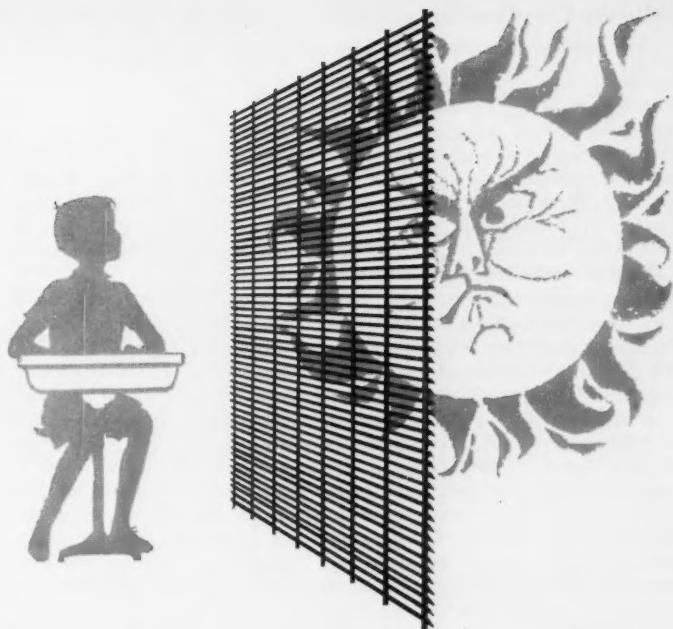
The science teacher's mission is two-fold: (1) to stimulate students and train them to become the scientists and engineers of tomorrow, and (2) to rescue the public from its scientific illiteracy.

A featured speaker was Linus Pauling of the California Institute of Technology, whose present great preoccupation is with nuclear fallout and its effects on the genes. "The concept of a safe rate of radiation simply does not make sense," said he, after which he spoke at length on genetic damage to future generations through high-energy radiation.

G. B. Kistiakowsky, special assistant to President Eisenhower for science and technology, was another headliner. Only members of the teaching and scientific communities, he held, can further the long hard climb to public understanding of the problems of science and technology, "an understanding necessary for survival."

Leona M. Sundquist of Western College of Education, Bellingham, Wash., and Joe Zafforoni, assistant professor of elementary education at the University of Nebraska, discussed science teaching from the high school and elementary school levels, respectively.

Professor Zafforoni decried the placing of elementary school children in large groups before the television set for science teaching. "At times we act as though we are afraid to face children head-on," he said.



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Catholic Convention

(Continued From Page 148)

enable the inspired college teacher to shoot for excellence the classes must be small, the students grouped according to ability, and the teacher not overburdened with teaching and other duties." For, she reasoned, the majority of teachers in training will go out and teach as they have been taught.

Graduate students and graduate education took some harsh criticism from Hans Rosenhaupt, national director of the Woodrow Wilson National Fellowship Foundation, which awards fellowships to 1250 or so candidates yearly.

Dr. Rosenhaupt is appalled by "the complete neglect" with which graduate students treat their own bodies. "I also happen to think," he said, "that occasional relaxation is necessary to charge one's intellectual batteries. But these are minor blemishes in an otherwise encouraging picture of total dedication to intellectual pursuits found among graduate students."

Yet Dr. Rosenhaupt isn't sure the graduate student's intellectual energies are being put to the best use. He pointed to "excessive regimentation" in graduate education. And those students who accept the severest discipline most willingly are generally the very ones about whose potential as inspiring and creative

thinkers he entertains doubts. The really bright and unusually gifted graduate students often become discouraged and dispirited, he said.

"Personality growth is the first business of every educator," Sister M. Imeldis, O.S.F., head of the education department, Cardinal Stritch College, Milwaukee, told the teachers of exceptional children. "Education is truly an ongoing activity for teacher and learner alike.

"Among teachers of exceptional children there can be an amazing lack of intellectual interest. One suspects that the routine knowledge found in these curriculums tends to produce a dulling effect upon the teacher. Too, those who work in the field of specialization are likely to talk shop with those who share the same pursuit. This hardly contributes to the breadth of interest one looks for in a teacher." She urged her group to read books outside their own field in order to keep alert, aware and understanding.

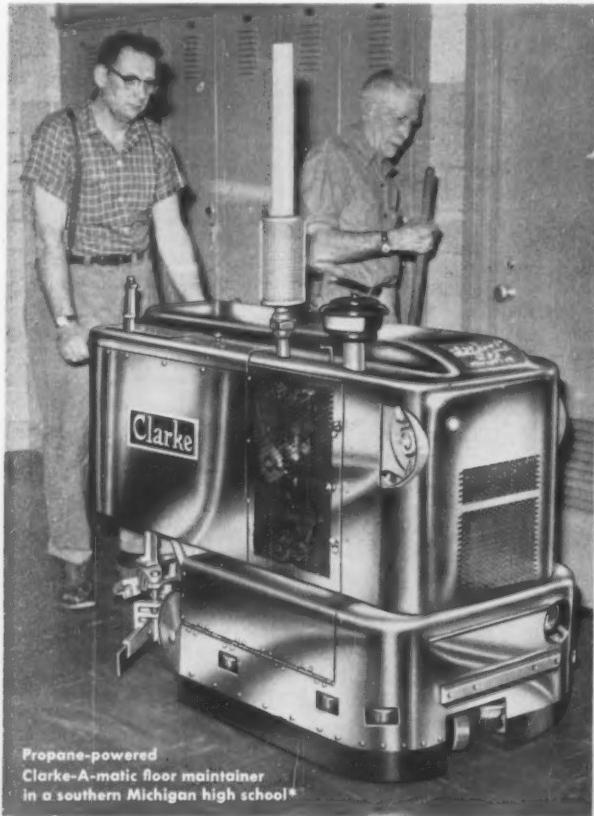
Programs for the gifted came in for special consideration. Thaddeus J. Luber, associate superintendent of Chicago public schools, told a special audience that a single I.Q. score is not the basis for identifying the gifted. He urged the teachers to consider mental age, the child's consistently good performance, his interest and certain decisive personal-

ity traits, such as energy level and persistence in completing task after task.

The archdiocese of Louisville, Ky., has a junior great books program in its schools, which was described by the Rev. Thomas P. Casper, the assistant superintendent. Each child is expected to read a carefully selected book every two weeks and to join in after-school discussion of what he has read with other gifted children from neighboring schools.

An honors program in high school religion might be an answer to the present situation in which many adult Catholics seem unwilling to voice an opinion on any controversial matter — politics, human relations or art — until they learn what "the church" thinks of it. "They are sure there is a 'Catholic Line,' and before they read a book or see a movie they feel they should adopt that line." This was the contention of the Rev. James J. Killgallon, pastor of the Church of the Annunciation of the Blessed Virgin, Chicago.

"This docility can degenerate into overdependence on the church," which, Father Killgallon implied, is a bad thing. Today the emphasis should be different, he held. "The student must recognize the great shift from a defensive attitude to a missionary attitude and must develop a desire to take positive steps to heal the breach that has separated Christians for centuries."



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The unhappy child is one of the teacher's great challenges, contended George R. Lewis, clinic director of the reception and diagnostic center, Illinois Youth Commission, at Joliet, Ill.

"The public image of unhappy children is that they are bad," Dr. Lewis said. "They are not seen as children with problems but as problem children. This negative public image and the attitudes it activates permeates the schools, the juvenile courts, and other institutions supposedly designed to serve these youngsters."

"Although the schools are in a position to detect and refer these children for proper treatment at an early age, this is rarely done. The school can and must assume this responsibility. In addition, the curriculum must be designed to include these unhappy children. The school's basic responsibility to them is not different from its responsibility to all other children. It should approach each child as an unfinished person living in an unfinished world."

Some reasons for referral of unhappy children to agencies Dr. Lewis listed as: (1) academic difficulties; (2) mental retardation; (3) aggressive and antisocial behavior; (4) passive, withdrawn, asocial behavior; (5) emotional instability and anxiety symptoms; (6) hyperactivity and motor symptoms; (7) sexual behavior problems; (8) toilet training; (9)

speech defects. If they are to help the psychologically disturbed child, teachers must have a concept of normal functioning, he stressed.

Bishop John J. Wright of the Pittsburgh diocese was elected president general of the association at the meeting.

Resolutions asked for liberalized legislation to permit repayment of only half of N.D.E.A. loans by college students who enter full-time teaching in private schools as well as in public; an "adequate substitute" by Congress for grants for science, mathematics and foreign language equipment now restricted to public schools, and inclusion of nonpublic schools in grants to assist guidance and counseling programs, and stipends for nonpublic school teachers for assistance in counseling and language institutes.

Fired for Lack of Discipline, Chicago Teacher Sues

CHICAGO. — Marie Thomas, public school teacher here for 10 years, who was fired for failure to keep order in her classes, has filed suit to regain her job.

By a two-to-one decision a three-member trial committee, after hearing charges, concluded that Mrs. Thomas could not control her classes and failed to give her pupils good study habits.

Her suit names the Chicago Board of

Education and Gen. Supt. Benjamin C. Willis. It seeks to give Mrs. Thomas back pay for the time since she was dismissed on March 23, and charges that the trial committee was illegally constituted, since it was appointed by R. Sargent Shriner, school board president, rather than by the entire board, as required by law.

Midwest Center Chooses Five Staff Associates

CHICAGO. — Five school administrators have been appointed staff associates in administration in the Graduate School of Education, University of Chicago. The appointments, for two years, are:

Hugo E. Beck, superintendent, Bayless School District, St. Louis; John E. Cheal, assistant professor of education, University of Alberta, Edmonton, Canada; Philip Pitruzzello, principal, Ridgefield High School, Ridgefield, Conn.; Gale Rose, assistant superintendent, Weber School District, Ogden, Utah, and William W. Wayson, principal, Glendale Elementary School, Glendale, Ohio.

While engaging in graduate study toward Ph.D. degrees, the men will "participate in a continuing seminar in school administration," said Roald F. Campbell, director of the center at the University of Chicago.

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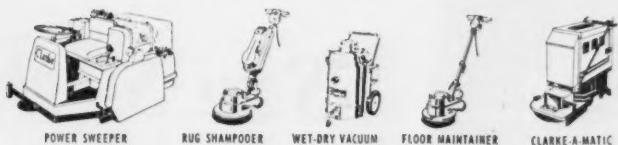
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About People

Changes in Superintendencies

NORTHEAST

Charles E. Brown, assistant superintendent, Newton, Mass., to superintendent there, effective July 1. Dr. Brown came to Newton in 1954 as a math and science teacher at Day Junior High School. He also coached hockey and basketball there. In 1957 he became an administrative assistant on central staff of the school department.

Joseph B. Porter, Watertown, Conn., to Bridgeport, Conn., effective July 1.

succeeding Augusta Mendel, who retired. Mr. Porter has served as principal at Amherst and Southwick, Mass. He was superintendent at Hadley, Mass., before going to Watertown in 1955.

John A. Maguire, assistant superintendent, North Providence, R.I., to superintendent there, succeeding Joseph A. Whelan, who resigned, effective June 21.

Jonathan A. Osgood, dean of men, Plymouth Teachers College, Plymouth, N.H., to superintendent, East Paterson, N.J., effective July 1.

Harry W. Kingham, acting superintendent, Burlington, Iowa, to superintendent, Swarthmore-Rutledge Union

School District, Swarthmore, Pa., effective July 1. He succeeds Frank R. Morey, who retired after 30 years there.

Gregory C. Coffin, assistant superintendent, North Reading, Mass., to superintendent there, succeeding J. Turner Hood Jr., who retires, effective June 30.

MIDWEST

Robert J. Davis, Elkton-Pigeon Area Schools, Pigeon, Mich., to Three Rivers, Mich., effective June 30.

Thomas J. Starr, high school principal, Goshen, Ind., to superintendent, Corydon, Ind.

Donald A. Watts, supervising principal, Westmont-Upper Yoder Schools, Johnstown, Pa., to superintendent, Libertyville-Fremont High Schools, Libertyville, Ill.

SOUTH CENTRAL

Bill K. Ford, Baird, Tex., to Belton, Tex., effective June 30.

M. B. Nelson, high school principal, Bonham, Tex., to superintendent there, succeeding C. H. Dillehay, who retires June 30.

SOUTHEAST

Cecil H. Meyers, superintendent, Municipal Separate District, Corinth, Miss., to high school principal there.

Levering C. Bonar, assistant superintendent in charge of secondary schools, Ohio County, Wheeling, W. Va., to superintendent there, succeeding J. P. McHenry, who retires, effective July 1.

Other Appointments . . .



Peter Prouse, associate executive director of the National School Boards Association, has accepted appointment as assistant professor of education at the University of New Mexico, Albuquerque. He came to N.S.B.A. three years ago as assistant to the executive director. His responsibilities involved publications, public relations, and convention planning. Mr. Prouse has been editor of *School Boards*, N.S.B.A.'s monthly publication.

Peter Prouse

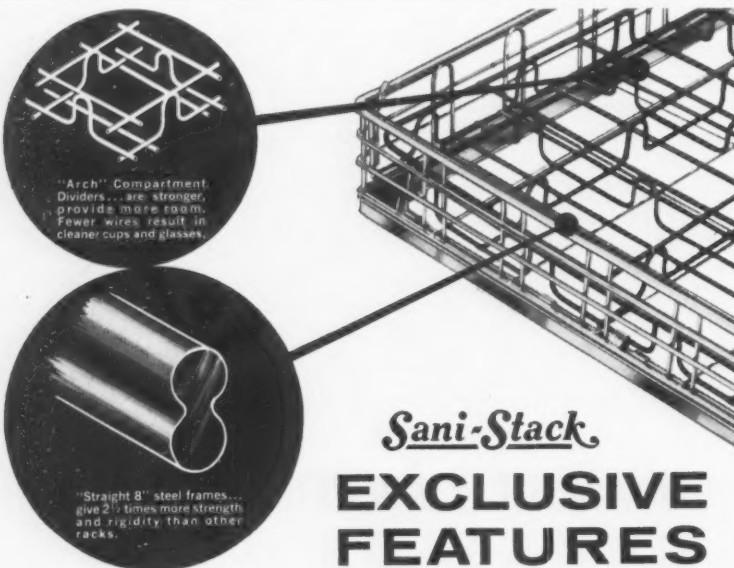
George C. Boone, assistant superintendent, Passaic, N.J., becomes assistant director of education for the handicapped, State Department of Education, Trenton, N.J., effective July 1.

Resignations . . .

Charles Cowan, Northport, N.Y., effective June 30.

Albert J. Hada, Marshall, Okla., effective June 30.

Carrol B. Howe, Klamath County Schools, Klamath Falls, Ore., effective June 30.



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Coming Events

JUNE

12. United Business Education Association, annual meeting, Los Angeles.

19-22. Campus Safety Association, National Safety Council, Seventh National Conference on Campus Safety, Ithaca, N.Y.

19-23. National Association of Student Councils, National Association of Secondary School Principals, annual conference, Janesville, Wis.

26-July 1. National Education Association, annual meeting, Los Angeles.

JULY

5-9. National School Public Relations Association, annual seminar, San Francisco.

AUGUST

6-9. National Audio-Visual Association, 20th annual convention, Chicago.

21-27. National Conference of Professors of Educational Administration, Ma-comb, Ill.

OCTOBER

2-6. American School Food Service Association, annual convention, Washington, D.C.

7-12. Department of Rural Education, N.E.A., annual conference, Louisville, Ky.

9-13. Association of School Business Officials of the United States and Canada, 46th annual convention, St. Louis.

14-16. National Association of Public School Adult Educators, annual conference, Denver.

NOVEMBER

23-26. National Council for the Social Studies, Boston.

FEBRUARY

11-15. National Association of Secondary School Principals, annual convention, Detroit.

25-28. American Association of School Administrators, regional meeting, San Francisco.

MARCH

5-8. Association for Higher Education, annual conference, Chicago.

11-14. American Association of School Administrators, regional meeting, St. Louis.

12-16. Association for Supervision and Curriculum Development, N.E.A., annual convention, Chicago.

17-22. Department of Elementary School Principals, N.E.A., annual meeting, Atlantic City.

25-28. American Association of School Administrators, regional meeting, Philadelphia.

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PEABODY'S NEW LINE OF FURNITURE KEEPS PACE WITH YOUR GROWING CHILDREN AND COMMUNITY

Peabody's new "Study Line" desks and tables provide 9-position adjustability, covering the full 21" to 29" range, and the new "Study Line" chairs adjust to three positions. This makes it possible to adjust each chair to cover a 4-grade range, and to adjust each table and desk to the proper height for any classroom from first grade through university —thereby eliminating the inherent risk of pre-selecting sizes.

How Is The Adjustment Made?

In the case of desks and tables, two parallel tubes that fit into the lower double leg unit are secured by a bracket and a removable bolt. Adjustment is made by re-positioning the bracket and the double leg unit in the proper set of slots located in the vertical tubes. This operation, which takes less than two minutes, enables the unit to fit any grade.

Adjustment of the chairs is made by simply unloosening a cap screw in the pedestal yoke and re-positioning the supporting tube.

When Is Full Range Adjustability Most Advantageous?

Full range adjustability is especially important to all growing communities.

Any attempt to forecast future furniture size requirements in our rapidly growing and changing districts is little better than a wild guess. But Peabody furniture does away with this guess work, because a single table or desk and just 3 chairs cover the entire range of height requirements.

So, no matter what changes in pupil size groups may take place in your district, the Peabody "Study Line" can be adjusted to meet it.

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Yes, Peabody makes two other lines of school furniture.

The "Student Line" includes a complete assortment of advanced design, free-standing desks, tables, chairs and combination units, many of which are adjustable to three different positions.

Peabody also makes the time-tested "Classic Line" which includes the popular "Movable Desk Combination," stamped steel chairs, chair desks and tablet arm chairs.

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North Manchester, Indiana

PEABODY



a



b



c



d



e



f

- a Adjustable Pupil's Chair
- b Open Book Box Desk
- c Side Book Box Desk
- d Student Stacking Chair
- e Open Book Box Desk
- f Study Top Combination Unit
- g Tablet Arm Chair
- h Rectangular Table



g



h



Division of Modernfold



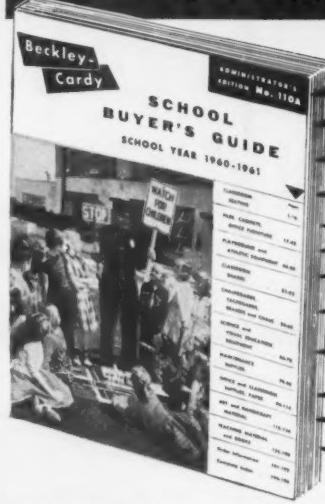
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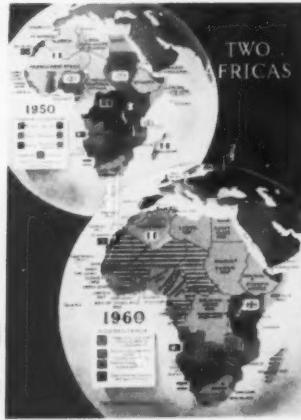


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It was one of the many teaching aids sent to the more than 2200 teachers enrolled in the TIME Classroom Program. During the past school year, college and high school teachers also received periodic news quizzes, a reprint of TIME's Hawaii cover story, a large, authoritative map of the moon, a report on the American exhibition in Moscow by a US girl guide, and the 1960 TIME Cover Collection. Classes subscribing at the special student rates also participated for prizes in the Man of the Year Sweepstakes and the 24th Annual TIME Current Affairs Contest.

IF YOU WOULD LIKE to receive more information about the TIME Classroom Program, write to:

TIME Inc.
Room 2369B, Time & Life Building
Rockefeller Center, New York 20, New York



And if you act quickly, we can tell you how to receive complimentary copies of TIME over the summer by placing a tentative order for your classes now, and confirming it with us later this fall.

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the convenient Readers Service Form on page 173. Check the numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Recording Spectrophotometer Accommodates Low-Cost Accessories

Constructed on the building block design to simplify the removal and replacement of major components and accessories, the new B&L Spectronic "505" Recording



Spectrophotometer is unusually low in cost and utilizes a minimum of laboratory space. The high precision instrument, with fully automatic, double-beam grating, makes a permanent record of the absorption and/or reflectance spectrum of any solid, liquid or gas. In addition, it records the emission spectra from any light source. Features of the compact model include automatic wavelength speed control, external dual lamphouse, air-cooled hydrogen lamp, built-in wavelength calibration, large sample compartment and uniquely designed monochromator. The range, speed and economy make it an extremely versatile analytical instrument. Bausch & Lomb Optical Co., 635 St. Paul St., Rochester 2, N.Y.

For more details circle #1 on mailing card.

Combination Finishing Machine for Shop Work

Suitable for finishing operations on wood and plastic in the school shop, the new Delta combination belt and disc finishing machine is also excellent for grinding, surfacing or polishing steel compo-



nents, die castings, aluminum, brass and copper parts and other materials. It has a standard four-inch abrasive belt and 12-inch abrasive disc, and is particularly suited for sharpening tools. Rockwell Mfg. Co., Delta Power Tool Div., 467 N. Lexington Ave., Pittsburgh 8, Pa.

For more details circle #2 on mailing card.

WHAT'S NEW for Schools

Vu-Graph Teaching Center Is Versatile Unit

A completely self-contained teaching unit is now available in the Beseler Vu-Graph Teaching Center. The Vu-Graph, an integral part of the desk, permits the teacher to project transparencies on the chalkboard or wall behind her in the lighted classroom without leaving her desk or turning away from the class. A built-in roll holding 100 feet of cellophane or 50 feet of heavy gauge acetate for projecting teaching material is controlled by one knob on the desk. The fold-away rear view mirror permits accurate focusing. When not being used the Vu-Graph projection apparatus is lowered into position on the side of the desk and locked, leaving the full work area for general use. The entire projection base assembly is contained in a single desk drawer which, when opened, provides ready access to all optical parts for cleaning and simple



lamp replacement. The full-sized all steel desk has three file drawers with metal rollers and locks to hold Master Vu-Graph mounts and other material, and a center pencil drawer. Charles Beseler Co., 219 S. 18th St., East Orange, N.J.

For more details circle #3 on mailing card.

Dictaphone Electronic Classroom Teaches With a Belt

Small plastic belts, through which the teacher can pre-record lessons and play them back to students through individual listening devices, form the heart of the Dictaphone Electronic Classroom. The new system has been tested in actual classroom teaching of subjects including languages, history, shorthand, office machines, physical education, shop and others. Not only is the teacher's effectiveness in teaching increased, but she is able to handle larger numbers of pupils, with less time and effort. Lesson material pre-recorded need not be endlessly repeated to new groups of students, material may

be pre-recorded at various speeds or capacities for use by smaller groups and results are improved. Each thin plastic Dictabelt holds 15 minutes of material, is easy to file and store, and occupies minimum space. Both the recording of the

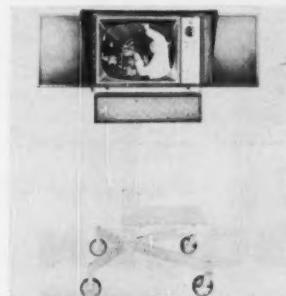


Dictabelts, which is done at the teacher's convenience, and their playback in class are performed with the Dictaphone Time-Master recorder-reproducer. Dictaphone Corp., 730 Fifth Ave., New York 17.

For more details circle #4 on mailing card.

TV Receiver and Mobile Stand Specialized for Teaching

The result of consultation and experiment between authorities in the educational and audio-visual fields and RCA engineers, the new RCA Victor educational TV receiver and mobile stand were especially designed for educational use. The "Lyceum" Model 210-ET-750 receiver has a 21-inch overall diagonal picture tube with a "fan out" light shield to reduce glare and light reflections, a special extended-range speaker system, and tuners which will receive both VHF and UHF broadcasts. The sturdy, five-foot mobile stand designed for use with the set is available separately, or the "Lyceum" can be used as a table model. With the mobile stand, the set can be moved



easily from room to room on its five-inch rubber tired casters. The receiver locks securely into position on the stand and an extra shelf provides storage for other equipment. R.C.A. Sales Corp., Box 1226X, Philadelphia 5, Pa.

For more details circle #5 on mailing card.
(Continued on page 160)

BOGEN MEANS SOUND FLEXIBILITY

A Bogen sound system is virtual insurance against obsolescence. You plan on the basis of your immediate needs, and start with a system tailored to those needs. Thereafter, as your functional requirements increase, you add the appropriate features and facilities. This is the sensible 'expand-as-you-grow' Bogen approach. For example:

IF YOU ARE PLANNING FOR TWO CHANNELS the Bogen Series II Consoles provides one channel for programming, and another for either intercom or independent, simultaneous programming.

IF THREE CHANNELS ARE PLANNED the Series III console offers the choice of intercom plus two program channels or three independent, simultaneous programs.

These systems may be ordered with facilities to handle any number of rooms—from as few as 10 to as many as 180 or more—in multiples of 10. And the number of rooms to be served can be increased even after installation.

Here are only a few of the many optional features available for these systems: classroom change signals, fire-alarm or civilian defense sirens, 1-way or 2-way phone and speaker intercom, recorded tape playback, record players, FM and AM radio, vandal alarms, and others—even facilities for tieing in with independent auditorium and gymnasium sound systems. These, too, may be included in the original installation or added at a later date.

Bogen-Presto offers you other valuable advantages: a free survey of your needs, and engineering assistance—from planning through installation. Service and maintenance is available to you locally, through authorized Bogen-Presto sound installers and distributors.

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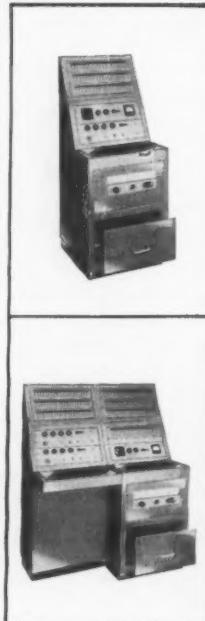
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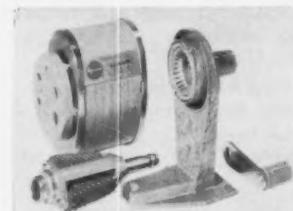
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Improved Pencil Sharpener Has Heavy-Duty Base

A new super-strong, heavy-duty Zamak No. 5 cast base is now standard on all Apsco sharpeners and features an integral head gear, "Stream" styling and an improved hole pattern for mounting. The gear, cast as an integral part of the base, has longer teeth which permit greater mesh area and less gear wear. The



receptacle is held firmly in place by a steel locking ring and resists the loosening action caused by vibration during use. Apsco Products, Inc., 9855 W. Pico Blvd., West Los Angeles, Calif.

For more details circle #6 on mailing card.

Tomato Soup With Rice Now in Institutional Size

Added to the line of Heinz foods for institutional service is Condensed Tomato With Rice Soup in a 51-ounce can. The soup is also available in ready-to-serve form in the 7½-ounce cans for vending and lunch counter service. The new soup is a combination of tomato soup and long-grain Patna Rice blended with seasoning and garnished with chopped parsley. H. J. Heinz Co., P.O. Box 57, Pittsburgh 30, Pa.

For more details circle #7 on mailing card.

Bus for Handicapped Has Side-Door Ramp

Only six seats and a side door with a ramp permit loading of handicapped children in wheelchairs in the new Bantam Bus by Divco-Wayne. The side door is unlatched from the inside and the ramp telescopes under the floor when not in use. The split ramp permits the operator to walk between the rails in pushing in the wheelchairs, which are hooked into clamps bolted into the wall of the bus. One of a new line, custom designed for this special use, the bus has a rugged



truck chassis and is fitted with safety belts for handicapped children with uncertain balance while seated. "Parachute harness" seats are also available to hold children afflicted with disabling illnesses upright and safe in transit. Divco-Wayne Corp., Richmond, Ind.

For more details circle #8 on mailing card.

**Royal Electric Typewriter
Has 33 Engineering Improvements**

Thirty-three basic engineering improvements are built into the new Royal electric typewriter introduced this year. In addition, the machine has a completely new functional appearance to conform to modern design in furniture and equipment. The result of over three years of research

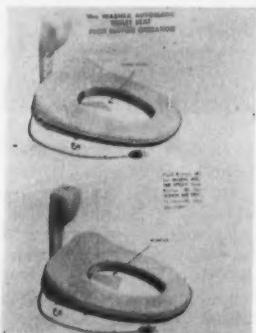


and development, the improvements in the new model increase typing rhythm and speed and reduce fatigue and error. Two-tone bells signal the end of each line and the new impression regulator permits the individual adjustment of each typing character. Other improvements include a power roll of case-hardened steel, increased accuracy of alignment and a new half-space mechanism. Both a carbon and a fabric ribbon are included in this advanced writing machine which provides maximum efficiency and ease in operation with modern, attractive appearance, including a choice of Royal colors. Royal McBee Corp., Westchester Ave., Port Chester, N.Y.

For more details circle #9 on mailing card.

**Automatic Toilet Seat
Helps Prevent Contamination**

Contamination or spread of infection by food handlers and by students themselves can be reduced by use of the Washex automatic toilet seat. The simple mechanism, which gently cleanses the rectal and vaginal area with a warm water spray and thoroughly dries with warm air in a matter of seconds, eliminates the possibility of contamination of the hands as it is operated by pushbutton or footswitch. The footswitch is of particular importance in schools with handicapped pupils as it permits them to cleanse them-



selves without help. The Washex Toilet Seat is easily installed by replacing the present seat, connecting the tubing to the cold water supply and plugging the cord into the nearest electric outlet. Washex Corp., 2657 Main St., Santa Monica, Calif.

For more details circle #10 on mailing card.
(Continued on page 162)

Presenting—the NEW concept in floor machines

● Here it is—your new, compact, low-slung, up-to-the-minute Floor Machine—as modern as the latest sports car or guided missile. In keeping with the modern trend to more compact, mobile, "packaged" equipment, this new Series SS Super Service Floor Machine gives you easier handling, wider range of utility, lower labor cost floor maintenance.

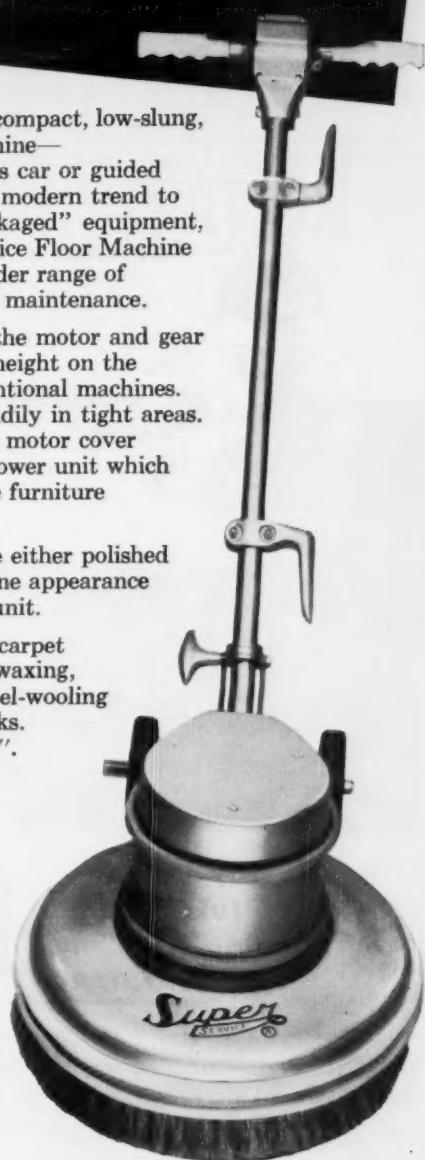
This new Super SS puts the motor and gear unit closer to the floor—the height on the brush is lower than in conventional machines. The Series SS is operated readily in tight areas. A rubber bumper around the motor cover protects furniture from this lower unit which gets close up to hard-to-move furniture and walls.

And all metal surfaces are either polished or heavily chrome plated. Fine appearance is assured for the life of the unit.

Use it for wet scrubbing, carpet shampooing, floor polishing, waxing, sanding, buffing, grinding, steel-wooling and all floor maintenance tasks. 4 sizes. 13", 15", 17" and 20".

Trouble-Free Motor...

The specially designed compact motor and gear unit on Super Series SS Floor Machines provides maximum reliability and rigidity under the most extreme hard duty. Lowest noise level—practically silent. Extremely high overload capacity will function perfectly far above rated HP. Planetary, helical cut gear is permanently lubricated and sealed. Shorter, sturdier handle is adjustable through 90°. Self-retracting 5" ball bearing wheel carriage. Simple, durable switch, weight of hand alone keeps switch in contact—no effort needed. Stops when grip is released.



Your local Super distributor will gladly demonstrate.

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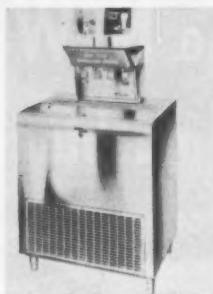
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Flomatic Drink Dispenser
Quick, Easy and Economical



Four beverages plus plain and carbonated water are dispensed quickly, easily

and economically with the new self-contained Flomatic drink dispenser. Syrup and water are automatically mixed and flow when a glass is pressed against a flavor button. Syrup waste is eliminated because the drinks are always uniform and ice cold. The three-foot long unit with stainless steel top, front and ends can also be adapted to serving ice cream sodas. **Bastian-Blessing Co., 4203 W. Peterson Ave., Chicago 46.**

For more details circle #11 on mailing card.

**Tape Magazine Mechanism
for Language Laboratories**

The Magneticon Tape Magazine and MRI Language Recorders offer the flexibility, convenience and high fidelity of

tape in pre-loaded magazines adapted to exclusive use in language laboratories. The new and complete line of dual channel language recorders made by MRI was designed from the start to meet the specific demands of repetitive language work, stressing simplicity and function for maximum utilization. The Magneticon Magazine comes complete with 600 feet of tape on integral hubs, virtually eliminating threading errors and tape damage. The magazine is merely slipped into the guide slots for simple and instant set-up and the unit shuts off automatically when



the end of the reel is reached. Master lessons recorded by the teacher, as well as copies for individual student use are given maximum protection by the MRI magazine. **Magnetic Recording Industries, Ltd., 126 Fifth Ave., New York 11.**

For more details circle #12 on mailing card.



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seating problems
to STANDARD**

Standard grandstands are used by schools and universities of every size. You get more for your seating dollar because they're engineered for safety and service . . . easy traffic flow . . . and unit section construction means they can grow with the needs of your growing athletic plant.

Whatever your seating requirements, mobile, portable, or permanent, it will pay you to get the facts from "Standard." Write today.



A 10 row grandstand. This type of permanent stand can readily be increased in length and height to "grow" with your seating requirements.



End view of 25 row grandstand. Clear understructure provides easy cleaning, and area for buildings.

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Grandstand Literature**



rigidly into position. Standard pass-through or door panels are available in 42-inch widths.

The extreme light weight of the panels is possible because the center is of expanded styrene core which also serves as noise insulation and permits wide use of the areas created. Since the Airwall closes firmly on even or uneven floor and ceiling surfaces, there is no break in the seal. Airwall panels may be used to form semi-permanent walls or walls that are constantly changed to meet varying requirements, and are furnished in a wide range of facing materials. **Airwall Inc., Sub. of Richards-Wilcox Mfg. Co., 16706 S. Garfield Ave., Paramount, Calif.**

For more details circle #13 on mailing card.
(Continued on page 164)



STANDARD STEEL BLEACHER DIVISION

10 Fourteenth Street, Three Rivers, Michigan/Phone: Crestwood 8-1315

THE Nation's Schools

SERVING THE FIELD OF PUBLIC SCHOOL ADMINISTRATION EXCLUSIVELY



In the whole field of imparting knowledge from one person to another, loosely identified by the word "education", there are a few sharply defined sectors. One of the best defined is the field of public school education, incorporating tax-supported elementary and secondary schools. In this public school field the definitive lines are sharply drawn and the units are clearly identified. The problems of the administrative corps of this field are broad, yet specific in the utmost degree, and very different from the problems in other sectors of the total, rather amorphous field of education.

THE NATION'S SCHOOLS (the magazine of better school administration) was established in 1928 to serve administrative officers in the public school field (with whom we include their assistants and adminis-

trative staff) and their "understudies"—the high school principals from whose ranks more than half of administrators are drawn. Our aim is to serve you, our readers, exclusively; to avoid diluting our service to you by any attempt to serve the millions of others whose interests lie in other phases of the broad field of "education".

Our editors are constantly beset by the problem of selecting, from the great volume of available material, that which will best serve the well defined interests of our school administrator audience. Their most important task is actually to extract from such material the essence that will best inform and inspire the administrative group in public schools. Such was our objective in 1928 and such is our objective in 1960. We are proud that THE NATION'S SCHOOLS has, for 24 consecutive years, attracted the largest paid subscription audience among those who are responsible at the administrative level for the conduct of public school education in America. We will continue to merit that standing.

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION



Practi-Call Intercom Is All-Purpose System

Developed especially for school use, the new Practi-Call communication system allows for both private two-way telephone communication, and for public announce-



ments, emergency instructions, special events and other forms of general communication. Wall speakers in individual classrooms and public areas carry the announcements while individual conversations are carried over an internal private telephone system. Installation and operation are simplified as the bell control board of the clock and program system, with microphone and telephone sections added, provides the central control of both the speaker and telephone portions of the Practi-Call system. Speakers and telephones installed in classrooms have necessary wiring running in the same conduit as the operation and control wires of the clock and program system. Savings are substantial in installation, and simplicity and economy are achieved in operation.

Standard Electric Time Co., 89 Logan St., Springfield, Mass.

For more details circle #14 on mailing card.

Rusco Curtain Wall in Steel and Aluminum

Available in steel and aluminum, the new Rusco curtain wall is finished in baked enamel and provided in any specified colors. The panels are porcelain-on-steel sandwich construction with insulating cores of fiber board, one side faced with hardboard and the other with an additional aluminum foil barrier. Of modular design, the windows are constructed with vertical mullions attached to the building structure, permitting normal thermal expansion and building deflection without interfering with satisfactory functioning of the curtain wall. All components necessary for assembling and attaching the curtain wall are manufactured by the company, and metal components are powder-coated. F. C. Russell Co., P. O. Box 26, Columbiana, Ohio.

For more details circle #15 on mailing card.

frequent repainting. Hush-Tex can be applied over any surface that can be painted, costs about as much as paint, and is available in a wide range of colors. Preco Chemical Corp., 415 Lexington Ave., New York 17.

For more details circle #16 on mailing card.

Counter-Type Dishwashers for Small Service Areas

Redesigned for more compact size and reduced space, the Blakeslee counter-type dishwashers handle dishes for up to 50 persons per meal in minimum kitchen space. When equipped with automatically timed wash, dwell and rinse cycles, the A6 or AT6 save time by handling the dishes at the point of use for lunchrooms, snack bars or departments. Changes include a thermometer panel as part of the machine and a horizontal arrangement of



the pump and motor which appreciably reduces the depth needed below the counter top for installation. G. S. Blakeslee & Co., 1844 S. Laramie Ave., Chicago 50.

For more details circle #17 on mailing card.

Hush-Tex Finish Offers Low-Cost Noise Control

A thick plastic emulsion heavily reinforced with cork and asbestos, Hush-Tex provides insulation against heat, cold and fire, as well as a noise-absorbing surface. Built-in microscopic air pockets entrap and break up the sound waves, and the rough-textured finish camouflages soil and smudges, cutting maintenance costs for

**Seat your School today
for generations to come
with INTERNATIONALS**

The
Chair
With A
Backbone



Send today for helpful
seating literature.

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Chairs**

International Seat Division, Union City Body Company, Inc.,
Union City, Indiana

AVOID BUCKLING & WARPING OF MAPLE FLOORING

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Forest Products Laboratory)

Use "LAYTITE" EDGE GRAIN for:

- ★ LESS EXPANSION AND CONTRACTION
- ★ MORE YEARS OF HARD WEAR
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P.O. BOX 810-A • WAUSAU, WISCONSIN

Upholstery Fabrics in Wide Choice of Colors

Two durable materials available in a wide choice of colors dyed to resist fading have been added to the Royal line of upholstery fabrics. Gros Point is a tightly woven fabric of wool mohair and viscose yarns which is washable, dust shedding and guaranteed by the manufacturer to be mothproof for five years. Tuf-Weave, a tweed woven of cotton, has a tough acrylic backing for added wearability. **Royal Metal Mfg. Co., One Park Ave., New York 16.**

For more details circle #18 on mailing card.

Entrance Packages Featured in Kawneer Door Line

A door, a frame and a closer that are integral parts of one another make up the entrance package introduced by Kawneer



for its new line of institutional doors. Consisting of four aluminum and one stainless steel door, the line varies from slim, highly styled designs to a massive model constructed to meet strict code

specifications. Designed especially for the heavy traffic of schools, Extra Duty "350" has wider stiles and increased rail width for maximum strength. The door accommodates several types of panic device, has fully weathered top rail, and adjustable astragal and bottom rail weathering is available. Other models include the Narrow Stile "188;" Style Leader "125;" Wide Stile "500," and Stainless Steel "200," each designed for particular applications. Each of the new doors can be purchased as a complete entrance package. **Kawneer Co., Niles, Mich.**

For more details circle #19 on mailing card.

New Tile Pattern Creates "Custom" Wall Effect

A three-dimensional Bolta-Wall tile pattern available in eight colors, "Striped Linen" creates a "custom" wall effect for any interior. The tile, manufactured from tough, wear-resistant vinyl in eight by eight-inch squares, bends easily on corners and curves and can be applied to virtually any wall surface. **General Tire & Rubber Co., Bldg. Materials Div., 1708 Englewood Ave., Akron 9, Ohio.**

For more details circle #20 on mailing card.

Centralized Data Processing at Minimum Cost

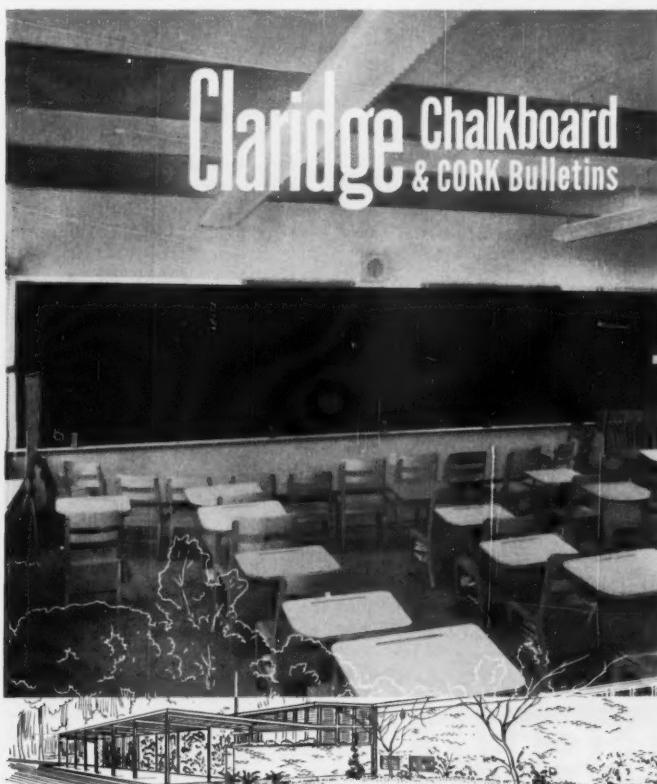
The Monrobot electronic computer is a general purpose machine capable of serving any computing need, yet economically priced. The Monrobot IX and the XI are both designed for efficient handling of

payroll, records, and other data by operators with minimum training. Where data can be fed into the Monrobot by punched tape or cards, the machine is capable of unattended operation. The design is such that the computer detects human error



and rejects improper data as entered, making it possible to train a typist to operate the machine in one day. The Monrobot requires less space than an office desk, weighs only 300 pounds, is fully transistorized and operates from any AC wall outlet, using half as much power as an ordinary electric toaster. The simplified unit processes and understands both alphabetical and numerical information and performs logical as well as arithmetic operations. It is highly flexible in input and output and the price is such as to make it economical because of accuracy and the savings in clerical help. **Monroe Calculating Machine Co., Inc., 555 Mitchell St., Orange, N.J.**

For more details circle #21 on mailing card.
(Continued on page 166)



Claridge Chalkboard & Cork Bulletins

QUALITY...PERMANENCY at LOW COST! Claridge continues to modernize and improve chalkboard and bulletin board manufacturing in step with new educational demands. 36 years experience concentrated on ONE purpose: the FINEST chalkboards and bulletin boards with greatest educational value. Schools and architects around the world name CLARIDGE to define their standard of quality.

NEW! Full Color Catalog

Larger, many real colors, more detail to help you solve replacement, remodeling, or new building problems. You'll find much helpful information.



Claridge PRODUCTS and Equipment Inc. HARRISON, ARKANSAS

Please send catalog 160 Send samples or additional data on items circled below:

- | | |
|---|--|
| 1 Duracite Chalkboards in Seven Colors | 9 Claridge Factory Built Chalkboards and Bulletin Boards |
| 2 Grapholite Chalkboards | 10 Claridge Washable Chalkboards |
| 3 Asbestoite Chalkboards | 11 Vertical Sliding Chalkboards |
| 4 Horizontal Sliding Chalkboards | 12 Claridge Reversible Chalkboards and Bulletin Boards |
| 5 Vitracite Porcelain Enamel Chalkboards | 13 Extruded Aluminum Display and Trophy Cases |
| 6 Durasteel Chalkboards in Seven Colors | 14 Extruded Aluminum Bulletin Board |
| 7 Fabricork Fabric Surface Bulletin Boards | 15 Claridge Swing Leaf Display Boards |
| 8 Extruded Aluminum Chalkboard and Corkboard Trim | |

Name _____

School _____

Address _____

City _____ Zone _____ State _____

Broadmoor Elementary School, Baton Rouge, La.

Architect: Bodman, Murrell and Smith

**Commercial Training Desk
Has Tuck-A-Way Feature**



A full-sized, flat top desk for commercial class training which instantly converts to a regulation typewriter desk is avail-

able in the new Tuck-A-Way. The typewriter folds easily under the desk where it is concealed and protected when not in use. The sturdy steel desk has a tan birch Fiberesin solid plastic top and a special mechanism holds the typewriter platform securely in place when open. Smith Systems Mfg. Co., 212 Ontario St. S.E., Minneapolis 14, Minn.

For more details circle #22 on mailing card.

**Mercury Vapor Floodlight
Completely Weatherproof**

A patented full-floating socket construction that adjusts automatically to variations in lamp sizes and shapes ensures the new Stonco mercury vapor floodlight a perfect weather-seal with all makes of R-

60 reflector lamps. Especially effective when used with higher-output, longer-life R-60 sealed beam mercury vapor lamps for large-scale lighting of sport and recreation areas, parking lots and other open areas, the weatherproof floodlights are fully ventilated and available with lamps, transformers and a variety of mounting devices. Stonco Electric Products Co., 333 Monroe, Kenilworth, N.J.

For more details circle #23 on mailing card.

**New Mobile Unit
Keeps Food Hot and Ready for Service**

Dining service is facilitated wherever an electrical outlet is available with the new Frick G 4 (KC) Special Hot Food Unit which keeps food hot and ready for service in areas away from the central

AT FARGO, N.D. . . .

Economy without Inconvenience

**3 MORE NEW SCHOOLS*
STANDARDIZE ON . . .**
SPENCER VACUSLOT® SYSTEMS

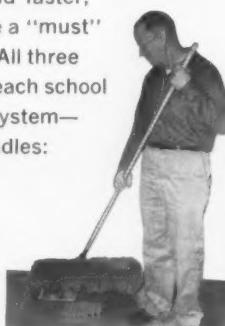


*James Madison School • Wm. McKinley School • Carl Ben Eielson School
Architect: Harold E. Bechtel, Fargo, N.D.

In planning three new elementary schools in Fargo, North Dakota, economy was a keynote. But superior sanitation standards had to be maintained, and faster, more efficient cleaning methods were a "must."

The solution was standardization. All three schools are of the same design. And each school is equipped with a Spencer Vacuslot system—the built-in cleaning system that handles:

- ✓ Carry-off of dirt and litter
- ✓ Vacuum cleaning
- ✓ Dry mop cleaning
- ✓ Wet pick-up after scrubbing
- ✓ Boiler flue cleaning



For information on VACUSLOT . . . the complete housekeeping facility . . . request Bulletin No. 153D.



**The SPENCER
TURBINE COMPANY**
HARTFORD 6, CONNECTICUT



kitchen. The unit, constructed with a stainless steel compartment and removable electric heating element, has a capacity of 54 ten-inch plates and covers, holds up to 700 pounds, and is available with chromium plated frame, drop push-pull handles, strip bumpers, super duty casters and other features. W. H. Frick, Inc., 704 Citizens Bldg., Cleveland 14, Ohio.

For more details circle #24 on mailing card.

**Deco Tread Mastipave
Is Long-Wearing Floor Covering**

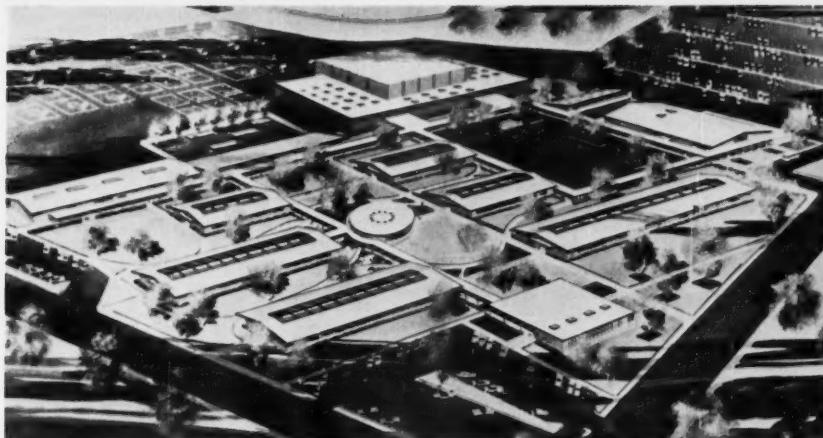
Random-scattered vinyl chips serve not only as decoration in Deco Tread Mastipave floor covering, but hide trackage, scuff and scratches. The new product is a tough, long-wearing floor covering with all the advantages of standard Mastipave



plus the attractive appearance of sandalwood and beige chips in terra cotta background or gray and green chips in black. Deco Tread Mastipave is sold in rolls one yard wide by 30 yards long, and in nine-inch square blocks. Standard Mastipave and Grip Tread Mastipave for dangerous floor areas continue in the line. Fibreboard Paper Products Corp., Pabco Div., 475 Brannan St., San Francisco 19, Calif.

For more details circle #25 on mailing card.

(Continued on page 168)



Architects :
ANDERSON, SIMMONDS,
DUSEL & CAMPINI
Oakland, California

General Contractors:
LATHROP COMPANY
Oakland, California

Hardware Supplier:
C-MARCUS HARDWARE CO.
Oakland, California

Hardware Consultant:
George Smith

Mt. Eden High School

HAYWARD, CALIFORNIA

SPECIFIED: Fifty-four SG-5300 series Exit Devices with UNI-TRIM® and mullions—for assurance of safe exit, security from vandalism and minimum maintenance. UNI-TRIM® EXIT DEVICES precisely align lock and trim, to form a coordinated unit providing rigid fastening of lock and trim. The clean contemporary design of UNI-TRIM® combines strength and durability with handsome appearance. The selection of superior hardware always complements superior buildings.

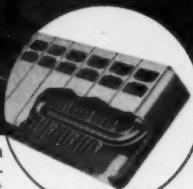


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SWEETS



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Shaw PanelVectors distribute a health-guarding, unstratified balance of radiant and convected heat that only Nature—at her best—can rival. Rigid, fully-integrated steel and copper construction requires no servicing, is indestructible in institution use.

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Properly Designed Room Heat Distribution Equipment
201 E. CARSON ST., PITTSBURGH 18, PENNA.



**Monroe
FOLD-KING**



FOLDING CHAIRS
All-steel, also plywood or padded seat. Complete line. Direct prices, discounts. See Catalog.



**TABLE and
CHAIR TRUCKS**
The leader, 7 models, sizes for transporting, storing. Smooth rolling, easy loading. See Catalog.



MAIL THIS SPECIAL COUPON TODAY!

Please send the new 1960 Monroe FOLD-KING Catalog—prices, discounts, terms.

Name of church, organization _____

Mail to _____ Title _____

Address _____

City _____ Zone _____ State _____

We are interested in (Tables, Chairs, etc.) _____

THE MONROE COMPANY 76 Church St. COLFAX, IOWA

**Sound Sildefilm Projector
Is Lightweight and Compact**



DuKane's model 14A395 sound slidefilm projector is a lightweight, compact, 10½-pound unit which can be set up and in action in a matter of seconds. The "Mite-E-Lite," with a two-watt sound amplifier and a 150-watt projection lamp, is used for effective audio-visual dramatizing of teaching or training material. Features of the projector include a short focal length lens that projects a large picture at close range; a 12-foot cord; a "Redi-Wind" film transport system for automatic rewinding; a locking elevation control knob; non-marking soft rubber feet, and a matched speaker-amplifier combination with a one-knob control. The two-tone luggage style carrying case provides storage space for as many as four complete audio-visual presentations, and its inside lid becomes a shadow-box screen for showings before small groups. **DuKane Corp., St. Charles, Ill.**

For more details circle #26 on mailing card.

**Despatch Laboratory Oven
Has Rotary Shelves**

Rotary shelves either manually or mechanically operated on 12-inch vertical centers give extra precision control of heat uniformity in Despatch laboratory ovens. The rotary shelf comes in all sizes of the Despatch "V" oven series which can be supplied for gas, electric or steam heat. The series utilizes the Despatch forced convection with horizontal air flow and maintains heat uniformity throughout the work chamber. The rotary shelf provides



identical heat to every product on it. **Despatch Oven Co., 619 Eighth St., S.E., Minneapolis 14, Minn.**

For more details circle #27 on mailing card.

**Portable Airhouses
Protect Against Weather**

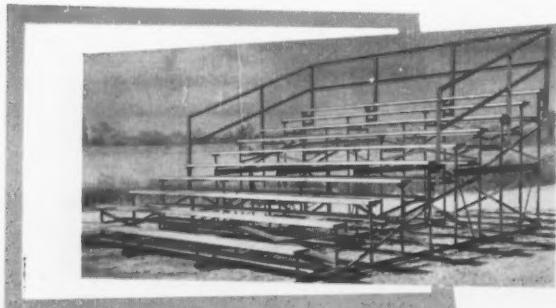
An interesting new development is offered in Air-Seal Airhouses recently introduced for institutional use. The extra strong, vinyl-impregnated nylon shelters are air-supported structures which protect swimming pools, recreation areas, meeting places, skating rinks, building

projects and other areas where use might be limited due to weather or other conditions. An airhouse 40 by 80 feet in size will inflate in approximately 15 minutes, and one fan, operating at less than half capacity, keeps the structure fully inflated. Houses are fastened to the ground by one of three methods which keep them securely in place, in spite of wind or storm. The flame-resistant material will not tear, and if cut accidentally or maliciously, it is easily mended. When raised over swimming pools and other recreational areas, Airhouses can be used in any weather since they can be warmed by a convector heater attached to other heating equipment. Structures can be made in almost any size, in plain or colorful designs, and when not needed they are folded and



stored. The economical cost, ease of handling and many uses of the Airhouse make it a practical consideration in the school budget. **Seattle Tent & Awning Co., 310 Westlake N., Seattle 9, Wash.**

For more details circle #28 on mailing card.



**AMERICA'S FINEST, MOST ECONOMICAL
PORTABLE STEEL
GRANDSTAND**

More than 1500 installations throughout the United States have proved the tremendous popularity of Move-A-Bout portable steel grandstands. Designed and constructed for maximum flexibility, economy and comfort . . . these high quality portable stands provide perfect seating facilities for any activity. For complete information, prices and specifications write or call collect — no obligation. Available in 5, 10, 15 and 20 row units in practically any length.

- **QUALITY** — Every Move-A-Bout is unconditionally guaranteed.
- **EASY INSTALLATION** — Less than one minute per seat.
- **IMMEDIATE DELIVERY** — All orders normally shipped within 24 hours after order!

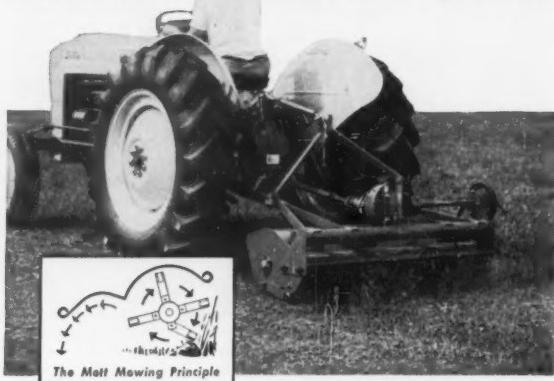
FEATURES

CENTRAL TEXAS IRON WORKS
P.O. BOX 949 Dept. A WACO, TEXAS PLAZA 6-2121

168 For additional information, use postcard facing back cover.

SAFE MOWING

...even when children are present!



In MOTT—there's no danger of flying sticks, stones, and other debris. It's safe! The downward cutting action of the free-swinging flail-type blades and the shape of the hood deflect the clippings to the ground . . . not so much as a blade of grass is tossed sideways!

From 18" to 19 ft. gangs—there's a MOTT mower for any mowing job.

NOTE: Before you buy—see a MOTT demonstration!

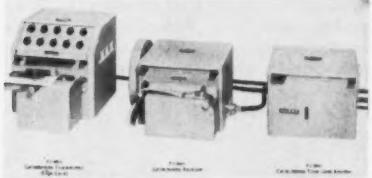


MOTT CORPORATION
4021 Eberly Street • Brookfield, Illinois

The NATION'S SCHOOLS

Collectadata Internal Data System Speeds Channeling of Record Data

The Collectadata Internal Data System speeds the channeling of record data to a central location while reducing the volume of paperwork and record keeping and lessening the need for handwritten reports. The system, which assures accuracy and prevents delays, can be applied to the collection of business and management data as well as records of students, faculty and employees. An input document such as a tape, form card or the like is coded by combinations of punched holes to designate numerical information of any kind and is kept as a record. At the end of any

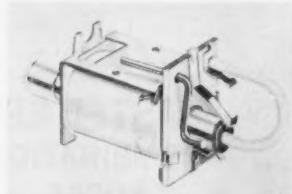


desired period, the card or tape with coded information is inserted in a Collectadata Transmitter where it is read automatically. All variable and constant input then is channeled by cable to a data collecting center where it is reproduced in a continuous punched tape on a Collectadata Receiver, making the complete record immediately available. Collectadata equipment can be purchased on the "building block" principle whereby any number of Transmitters and Receivers may be added as needed. It is applicable to almost any system where fast, accurate channeling of data is essential. **Friden, Inc., One Leighton Ave., Rochester 2, N.Y.**

For more details circle #29 on mailing card.

Annunciator Unit for Communication Systems

Annunciator unit RX-1459 consists of a solenoid and plunger on which a pilot lamp is mounted. Designed for application in communication and supervisory and



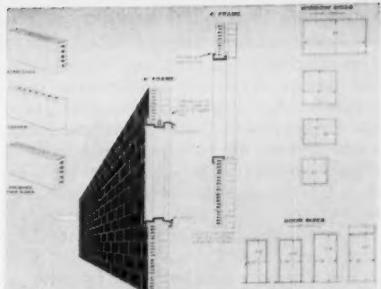
alarm systems, the visual annunciator operates by a remote button which pulls the plunger forward where it remains until reset manually. The light may be energized in either the forward or retarded position, and is de-energized at the remote point by a small switch. **Wheelock Signals, Inc., 273 Branchport Ave., Long Branch, N.J.**

For more details circle #30 on mailing card.

Low Cost Wall Construction With Stark Thrift-Wall System

Three basic structural ceramic units and standard, pre-engineered, metal "surround" frames make up the low-cost Stark Thrift-Wall System of wall construction.

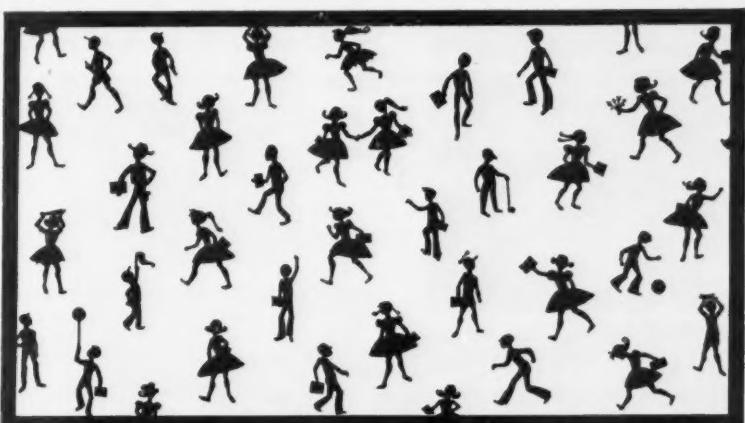
Material and labor costs are materially reduced through elimination of more expensive tile shapes and fittings. The system is adaptable to structural glazed tile with standard face dimensions of eight by 16, 5½ by 12, and 5 1/3 by eight inches. Any wall detailed in eight-inch increments can be constructed by using standard tile stretchers, corners and stretcher finished two sides. Four standard door frames and four window frames, pre-engineered to eliminate the need for angle iron lintels, provide the finished sill and jamb and the interior sill may be finished in a variety of surfaces. The Stark Precision System frames are available for windows, doors, transoms, sidelights and borrowed light installations. A complete line of window



insert styles is also available, with a full line of window and door hardware. **Stark Ceramics, Inc., Canton 1, Ohio.**

For more details circle #31 on mailing card.

(Continued on page 170)



Acme Visible School Record Systems SIMPLIFY RECORD HANDLING TO KEEP PACE WITH RECORD ENROLLMENTS



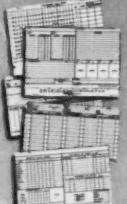
ACME TRAY CABINETS
Versatile file controls individual pupil records.



COMPACT CLASS RECORDS
A complete class record at a flip of the finger.



CLASS RECORD CARD BOOKS
Grades, enrollment, vital statistics at a glance.



PRE-PRINTED RECORD CARDS
Easy to read cards for all school records and needs.

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For additional information, use postcard facing back cover.

Series 200 Transmitter-Receiver for Remote Temperature Control

Applicable to heating, cooling and air conditioning, especially when remote control is involved, the new Series 200 Transmitter transduces temperature measurement into an air pressure signal from a remote location. The signal may be sent to a receiver gauge which continually indicates the temperature measurement, or the transmitter may serve as a sensor for a remotely located receiver-controller. The Series 200 Receiver-Controller operates in conjunction with the transmitter to maintain a selected temperature at a remote location. **The Powers Regulator Co., 3434 Oakton St., Skokie, Ill.**

For more details circle #32 on mailing card.

Gypsum Wallboard Has Colorful Vinyl Surface



Designed to build a wall and decorate it at the same time, Durasan Gypsum

Wallboard is colorful and sturdy. The vinyl-surfaced wallboard is a uniform $\frac{3}{8}$ or $\frac{1}{2}$ inch in thickness, as preferred, of fireproof gypsum rock sandwiched between two layers of specially processed paper. The exterior surface is laminated with textured vinyl to produce a durable, scuff and stain-resistant wall covering for corridors, stairways, locker rooms, lounges and other areas where maintenance is a problem. It can be cleaned with a sponge and a mild detergent, but may also be scrubbed to remove stubborn stains. **National Gypsum Co., 325 Delaware Ave., Buffalo 2, N.Y.**

For more details circle #33 on mailing card.

Dispenser Package for Chart-Pak Tape

Chart-Pak adhesive charting and drafting tapes are now available in the new "Tape-Saver" Dispenser Package. Tapes from $1/64$ to 2 inches in width are pack-



aged in the "Tape-Saver" for maximum protection against dust, dirt and the possibility of crushing. A punch-out center section provides for spindle storing, and

the dispenser facilitates application of the tape to charts and layouts. **Chart-Pak, Inc., Leeds, Miss.**

For more details circle #34 on mailing card.

Norris Milk Dispensers Now Have Mixer Mounts

The door fronts of Norris Manhattan or Super model refrigerated milk dispensers are now fitted with mixer mounts to accommodate Hamilton-Beach mixers singly or in any combination up to four units. Mounting the mixers on the doors saves counter space and makes cold, aerated milk for malteds and shakes conveniently accessible. The N-15 dispenser, which holds three five-gallon cans of milk, accommodates up to four mixers. The N-10 model, with two five-gallon cans, has room for two or three mixers, and the N-5, with a one-can capacity, takes one



Norris Dispensers, Inc., 2720 Lyndale Ave. S., Minneapolis 8, Minn.

For more details circle #35 on mailing card.



Bally walk-ins

Aluminum or steel sectional construction

Sanitary! Strong! Efficient! You can assemble any size cooler, freezer or combination in any shape from standard sections. Add sections to increase size as your requirements grow. Easy to disassemble for relocation.

Bally Case and Cooler, Inc., Bally, Pa.

Get details — write NS-6 for FREE book.

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GOUGLER



MASTER KEY COMBINATION LOCKS

These sturdy, high security locks use a new type master key, not duplicable on key machines, for proper control and maximum protection. They feature "clicking" combinations, no need to read, just count clicks and open — even in the dark.



Similar non-master key lock, No. 30/1, available.

Goubler Locks are used by: Seward Park High, New York, N.Y.; Parkway Jr. High, Ft. Lauderdale, Fla.; Baldwin High, Pittsburgh; and many others. Free records of combinations with all orders.

Write for sample, prices and 2 years credit plan.

C. L. GOUGLER KEYLESS LOCK CO.
711 Lake St. Kent, Ohio

The NATION'S SCHOOLS

Literature and Services

- A handy, loose-leaf type catalog covering the complete new **Heywood Line of school furniture** is now available from Heywood-Wakefield Co., Gardner, Mass. Each unit in the line is shown on a separate page, in full color, with descriptive information and specifications. Thus anyone interested in lifting-lid table desks, for instance, may take the page on that piece of furniture for study and discussion without handling the whole catalog. The colors give true value to the illustrations and permit comparison for matching or mixing. General specifications on the line are presented inside the folder holding the catalog pages and when additions are made to the line, the new sheets can be added to keep the folder up to date.

For more details circle #36 on mailing card.

- Two informative brochures available from Conn Corp., Elkhart, Ind., supplement educational sound/color films of the same name and use selected frames as illustrations. The first of these, "The Tri-C Story," is concerned with the cause of piston bounce in valve instruments, and the film offers visual proof of what Conn has done to overcome the problem. The second, "The Ear and Music," tells how the ear functions in relation to sound and musical tones. Such subjects as intensity, audibility, low frequency sounds, pitch, complex tones, timbre and formant patterns are covered in the booklet and audibly demonstrated in the film.

For more details circle #37 on mailing card.

- The basic elements of the stenograph-stenotype system are presented in a 44-page text entitled "Machine Shorthand Primer." Most of the text consists of actual machine shorthand notes and the booklet, designed for beginning students before starting operation of the machine, should prove useful to administrators and teachers interested in information about the stenograph machine. A description of a free tape-recorded home-study stenograph course for teacher training is also available from Stenographic Machines, Inc., 8040 N. Ridgeway Ave., Skokie, Ill.

For more details circle #38 on mailing card.

- Semimicro Chemistry Laboratory Equipment** is the subject of the 24-page Section 5B catalog released by Keweenaw Mfg. Co., Adrian, Mich., and its affiliate, Keweenaw Technical Furniture Co., Statesville, N. C. Several types of two, four, six and twelve-student laboratory tables designed particularly for the teaching of Semimicro Chemistry are pictured and described with a brief description of the method and its advantages, lists of Semimicro apparatus and glassware, and storage counter assemblies, plus six floor plans for Combination Semimicro Chemistry-Physics laboratories.

For more details circle #39 on mailing card.

- "Why Be Half-Safe?" is the title of a booklet on shower safety in large institutional buildings such as schools and hospitals. Available from Lawler Automatic Controls, Inc., Mt. Vernon, N.Y., the leaflet tells how the Recesso shower control valve eliminates the danger of scalding.

For more details circle #40 on mailing card.

- Aimed at increasing the efficiency of the dishwashing department to make the best use of employees, especially in view of increasing wage costs, Economics Laboratory, Inc., 250 Park Ave., New York 17, offers several management and employee four-color sound films for institutional food service. The films, some in both Spanish and English, cover managerial and employee training; proper layout and flow pattern of the dishroom area; proper selection of dishes; proper usage and dispensing of detergents and drying agents, and proper selection of equipment.

For more details circle #41 on mailing card.

- "Short Course for the Novice License," a handy primer listing the entire Morse Code and containing general information

regarding FCC requirements for becoming a "ham" operator, is written in uncomplicated terminology. It is designed for classes in basic electronics and related subjects and is available from Electronic Instrument Co., Inc., 33-00 Northern Blvd., Long Island City 1, N.Y.

For more details circle #42 on mailing card.

- A new brochure, "The Story of Rebound Tumbling," traces the colorful and exiting history of the sport from its earliest beginnings in the circus to its present uses in physical education classes and competitive gymnastics. The booklet, fully illustrated with amusing cartoons, is available from Nissen Trampoline Co., 215 A Ave. N.W., Cedar Rapids, Iowa.

For more details circle #43 on mailing card.

(Continued on page 172)

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Versatility
Durability
Economy

Students-Teachers and Supervisors, Administrators and School Boards, all prefer Mitchell multi-purpose equipment . . . each in their own way. Students like the accessibility, beauty, and comfort of the PorTables, Doublers, and UniTables. Teachers and Supervisors want the safety, speed and easy operation, practicality and mobility found in these units. Administrators and School Boards rightfully regard long-range utility, reduction of replacement costs, and the standardization offered in this complete line, as primary considerations. All of these advantages, and more, have long been accepted from coast to coast, as Mitchell standards of guaranteed quality. You'll find that Mitchell will meet your needs the best.



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• New uses for Johns-Manville Colorlith are presented in the 15-page booklet, "New Directions in Chalkboards," which shows the product with metal or wood trim or without trim, and as used for partitions, wardrobes and special purposes. Available in a new range of shades, including projection white for use as a motion picture or slide screen, Colorlith combines durability and economy with versatility. The pamphlet may be obtained from Johns-Manville, 22 E. 40th St., New York 16.

For more details circle #44 on mailing card.

• A four-page brochure gives factual information on sickle bar mowing equipment manufactured by Jari Products, Inc., 2970 Pillsbury Ave. S., Minneapolis 8, Minn. Descriptive information on mowers for cutting heavy grass, weeds and brush, as well as those that can be converted with attachments for year-around maintenance, including snow throwers, is included.

For more details circle #45 on mailing card.

Film Releases

"Airplanes, Jets and Rockets," six color filmstrips for later elementary and junior high science, including "What Makes an Airplane Fly?" "How Is an Airplane Controlled?" "Safety in Flight," "How Do Helicopters Fly?" "How Do Jets Fly?" and "Rocket Power for Space Travel." The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #46 on mailing card.

"Understanding Matter and Energy," 18 min. film demonstrating by "conversation" and animation the physical properties of matter. "Language of Algebra," 16 min., through animation and live photography develops the idea of substituting algebraic symbols for actual objects. "Formulas in Mathematics," 10 min. film to help teach the use of formulas as tools in solving problems. "Scientific Method in Action," 19 min. film introducing and applying the six steps of the scientific method. "Work and power," 14 min. film showing high school science club living experiments done in class through application in a large amusement park. International Film Bureau, 57 E. Jackson Blvd., Chicago 4.

For more details circle #47 on mailing card.

Suppliers' News

M. D. Brown Co., Niles, Mich., manufacturer of Scoremaster electric football and basketball scoreboards, announces completion of an addition to its plant that more than doubles manufacturing facilities. The original plant is modernized to give straight-line conveyor production for increased and speeded fabricating and assembly operations.

Childrens Press, Inc., Jackson Blvd. at Racine Ave., Chicago 7, announces the formation of International Visual Service, Inc., a separate corporation for the creation and distribution of visual teaching aids for the elementary grades. All non-book items that may come from or have

a direct relation to Childrens Press products, will be published under the new name. The line at present includes filmstrips and poster material, and new teaching aids will be added to build a complete product line.

The DuBois Co., Inc., 1120 W. Front St., Cincinnati 3, Ohio, manufacturer of cleaning compounds, announces the introduction of "Mr. Du," a new trade character for use in advertising and promotions to represent its sales force of over 500 men throughout the United States, Canada and Latin America. Developed as part of its 40th anniversary promotions, "Mr. Du" has a halo which repeats the oval shape and accent mark of the trade mark recently adopted by the company.

Educational Services, Inc., Watertown, Mass., announces the selection of Macalaster Bicknell Co., 243 Broadway, Cambridge, Mass., manufacturer and distributor of laboratory supplies for industrial, academic and medical research, as the manufacturer and commercial distributor of PSSC laboratory apparatus. All apparatus produced by Macalaster Bicknell and bearing the PSSC emblem will be approved by the Physical Science Study Committee, according to the announcement. It is further stated that all apparatus necessary for the PSSC course, including a complete line of standard laboratory supplies, will be available from Macalaster Bicknell for the 1960-61 school year.

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INDEX TO ADVERTISEMENTS

USE THIS PAGE TO REQUEST PRODUCT INFORMATION

The index on this and the following page lists advertisements in this magazine alphabetically by manufacturer. For additional information about any product or service advertised, circle the manufacturer's key number on the detachable postcard and mail it. No postage is required.

Products described in the "What's New" pages of this magazine also have key numbers which appear in each instance following the description of the item. For more information about these items, circle the appropriate numbers on the postcard and mail it, without postage, to The Nation's Schools.

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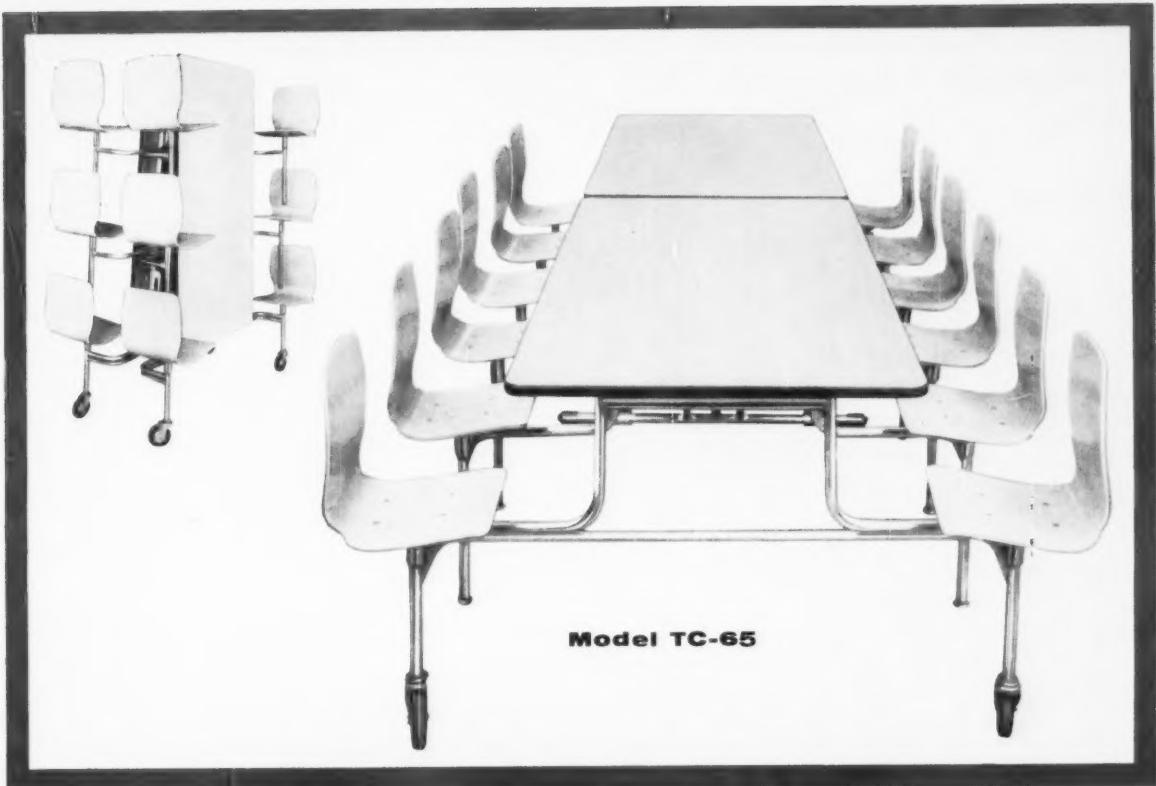
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